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## **An analysis of the recruitment and the retention of black teachers in an urban school system.**

Celeste T. Budd-Jackson  
*University of Massachusetts Amherst*

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AN ANALYSIS OF THE RECRUITMENT AND THE RETENTION  
OF BLACK TEACHERS IN AN URBAN SCHOOL SYSTEM

A Dissertation Presented

by

CELESTE T. BUDD-JACKSON

Submitted to the Graduate School of the  
University of Massachusetts Amherst in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1995

School of Education

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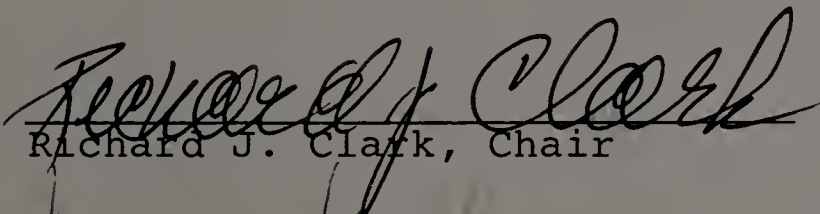
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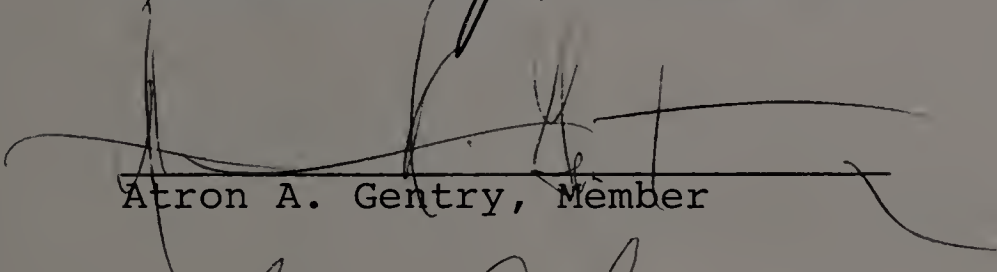
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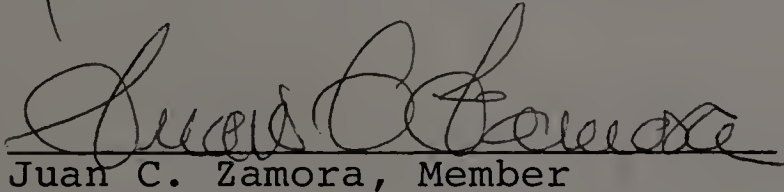
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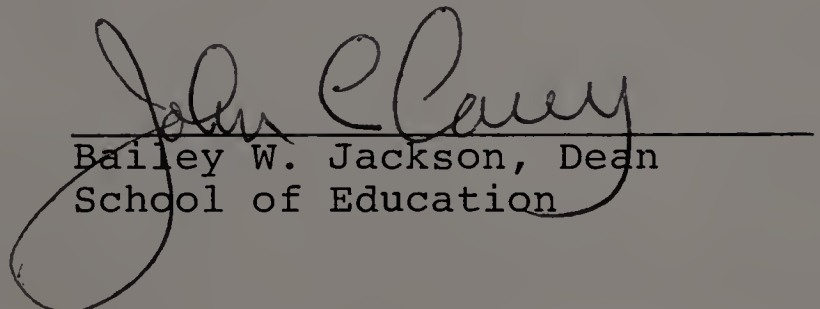
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School of Education

This research study is dedicated

to

My Late Father, Joseph Anthony Budd,  
and  
My Mother, Octavia Peters Budd

\* \* \*

My Brothers, Wayne Anthony and Steven Glenn,  
and  
My Sister, Rose Budd Grayer

\* \* \*

My Husband, Arthur Jackson,  
who has loved and supported me throughout this process  
and  
My Children, Kyle and Tami,  
who have both been patient and understanding

\* \* \*

All of my love, always!

"One's work may be finished some day, but one's  
education, never."

-- Alexandre Dumas

## ACKNOWLEDGMENTS

The journey of one thousand miles starts with the first step.

-- Mao

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-- To my late father, Joseph Anthony Budd, thank you for always "blazing that trail" for all of us and, together with my mother, instilling within us the values of responsibility, honesty, and respect for others. To my mother, Octavia Peters Budd, thank you for teaching us how to build a ship "one piece at a time". Thank you for picking up Tami, going to the grocery store for my family, and occasionally cooking dinner for us. To my brothers, Wayne and Steve, and my sister, Rose, and their families, thank you for your love and support.

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ABSTRACT

AN ANALYSIS OF THE RECRUITMENT AND THE RETENTION  
OF BLACK TEACHERS IN AN URBAN SCHOOL SYSTEM

MAY 1995

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Urban school systems are increasingly concerned about their limited ability to recruit and retain Black teachers as the number of minority students continues to increase. The picture is not promising. While the kindergarten to grade twelve minority population is increasing, a limited pool of potential minority teachers has a much wider choice of options outside of teaching. At the same time, the requirements for entrance into teaching are increasing, which provides further disincentives to participation. In addition, urban schools most in need of minority teachers are often least able to attract teaching talent for both budgetary and social reasons.

This study focuses on how a specific urban school system deals with the problem of recruiting and retaining African American teachers. Current initiatives in recruitment and retention are also examined.

A Likert rating scale was used to measure African American teachers' perceptions of how they were recruited and why they have remained in Education. Ninety-two teachers participated in the survey which also included four open-ended questions. Four Central Office school administrators were also interviewed.

Data analysis included descriptive and inferential statistics--frequency distribution, measures of central tendency and dispersion, Pearson correlation, cross-tabulation, and Chi-Square. The interviews and open-ended questions of the questionnaire were grouped according to commonalities as well as frequency.

The analysis of the data showed that the more academic preparation that the teacher had, the less the recruiter had affected their decision to teach. Training for career advancement and professional development were also felt to be important factors in retention. Most of the respondents did not plan to leave teaching within the next five years. The interviews with the Central Office administrators indicated that they were satisfied with recruitment efforts but unsure of how to plan effectively for retention.

The study underscored the need for school systems to have a clear and comprehensive policy for the recruitment and the retention of Black teachers. The researcher



suggests components and related action plans that might be included in such a policy.

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# C H A P T E R    I

## INTRODUCTION

### Statement of the Problem

Currently, the number of minority secondary and elementary teachers in the nation stands at 10.3 percent (National Center for Educational Statistics, 1989) and the number of minority students is over 25 percent and growing (Carnegie Forum on Education and the Economy, 1986). By the year 2000, the number of Black, Hispanic, Asian, and Native American school-age children will reach almost 33 percent (Kreisberg, 1988). One group of researchers (Stewart, Meier, & England, 1989) have estimated that at least one-third of the new teachers hired would have to be minorities if American school systems want to keep up with the growing number of minority students.

The problem facing most urban school systems is the shortage of minority applicants for teaching positions. Of all college students in teacher preparation programs, only 4.3 percent were African American (American Association of Colleges for Teacher Education, 1988). In 1986, African Americans were awarded only 6 percent of all Bachelor's degrees (National Center for Educational Statistics, 1989). Each year, most minority students who

graduate from four-year institutions of higher learning choose not to go into Education.

The picture is not promising. At the very time that the kindergarten to grade twelve population is increasing, a limited pool of potential minority teachers has a much wider choice of options outside of teaching than ever before. At the same time, the requirements for entrance into teaching are increasing, which provides further disincentives to participation. In addition to this, urban schools, most in need of minority teachers, are often least able to attract teaching talent for both budgetary and social reasons.

Our youth are an important part of our future; and as the nation becomes increasingly diverse, our teachers must reflect this diversity. Thus, this study will focus upon the factors that influence the recruitment and the retention of Black teachers in an urban school system in an effort to provide fresh insights that may suggest meaningful solutions to this problem.

### Purpose of the Study

The purpose of this study is to investigate how a specific urban school system deals with the problem (as stated in the "Statement of the Problem" section) of recruiting and retaining African American teachers. In



this investigation, current and recent initiatives in recruitment and retention will also be examined.

Specifically, as this school system is examined, the study will seek answers to the following questions:

- (1) How clear and comprehensive is the plan of the public schools of Springfield (Massachusetts) for recruiting African American teachers?
- (2) What are the strategies in place to encourage the retention of minority teachers in the City of Springfield (Massachusetts) public schools?
- (3) What is the effect of these policies and practices in achieving recruitment and retention of minorities in Springfield (Massachusetts)?

#### Definition of Terms

The following definitions of essential words and terms give meaning to this study:

Academic Preparation: "Academic Preparation" is the knowledge or skills acquired in school or college usually determined by grades given by course instructors.

Minority: For the purposes of this study, "Minority" refers to Blacks or African Americans.

National Teacher Examination: The "National Teacher Examination" is the test that measures pedagogical knowledge and certain abilities such as reading, writing and mathematics.

Recruitment: "Recruitment" refers to strategies used to attract new members to become teachers.

Retention: "Retention" refers to strategies used to keep teachers in the profession.

Teacher Training: "Teacher Training" is the period when the prospective teacher is exposed to current research and thinking in education. This term is used interchangeably with "Teacher Education". The ultimate goals are to prepare an effective K-12 teacher through emphasis on the liberal arts (with a focus on the area of intended study), pedagogy (the study of how to teach), and, finally, the practicum (student teaching experience).

### Significance of the Study

This study may be significant because it will add to the growing body of knowledge about the recruitment and retention of "teachers of color in the Commonwealth's public schools, a public issue with major pedagogical, economic and social consequences" (Jennings, 1990, p. 1). As society becomes increasingly diverse, it will become more and more important for children to see their own

racess represented in positions of authority. It will be important for White children to learn about cultures other than their own. These teachers of color will also be important resources for White teachers as they continue to work with a changing society. All educators and children must "be prepared to work with people who do not mirror their own culture" (Jennings, 1990, p. 1).

It is hoped that this study will broaden and add to the conclusions of existing studies concerning the reasons for the shortage of minority teachers. Additionally, it is hoped that this research will broaden the information base needed to accomplish the following:

- Attract qualified candidates for teaching positions
- Recruit qualified teachers
- Select qualified teachers
- Retain qualified teachers

As a result of the fact that our school population can no longer be described as homogeneous, this study may show a need for change in the way in which teachers are recruited for the public school system.

#### Limitations of the Study

This research study is limited by the following factors:

- (1) Only one school system will be involved in the study.
- (2) The researcher is an African American woman and an administrator of the system under study.
- (3) The results of the study will be determined by the perceptions and attitudes of the respondents, thus eliciting subjective information.
- (4) Participants in the study will be restricted to Blacks who are presently employed or have been employed in the Springfield (Massachusetts) Public School System within the past five years and who agreed to participate.

#### Data Collection

This research study will use data collected from the following sources:

- (1) School district (Springfield, Massachusetts) records related to recruitment and retention from 1989-1994.
- (2) Black teachers who have left the Springfield Public School System between the period 1989-1994.

(3) Black teachers, employed in the Springfield (Massachusetts) Public Schools, who entered the system between 1989-1994.

(4) Selected Central Office administrators in the Springfield Public School System.

Data will be gathered through document review, questionnaires, personal observation, and interviews.

The researcher received approval from the Superintendent of Schools to conduct both the survey and the interviews with teachers and administrative personnel in the Springfield Public School System (see Appendix A).

### Organization of the Study

The dissertation will be presented in five chapters. Chapter I will provide an overview of the research study. It will include the statement of the problem, purpose of the study, definition of terms, significance of the study, limitations of the study, and data collection.

Chapter II will provide the conceptual base for the research. It will consist of a review of the research and literature on the factors that contribute to problems of recruitment, selection, and retention of minority teachers and the perceptions of selected school department personnel.



Chapter III will describe the methodology incorporated in the research.

Chapter IV will detail and analyze the results of the study.

Chapter V will include a summary of the study, conclusions, suggestions for further research, and recommendations for meaningful alternatives for recruiting, selecting, and retaining minority personnel in the public school system.

## C H A P T E R    I I

### REVIEW OF THE LITERATURE

#### Introduction

A review of the literature that deals with the factors which contribute to the recruitment and the retention of Black teachers and how these factors relate to the study of one particular urban school system reveals that the problem is multifaceted and more prevalent than once thought. This review is designed to provide background, to establish the broader context, and to formulate the research questions of the present study.

This chapter is divided into three sections. The first section will examine the importance of Black teachers as role models. The second section will examine current challenges and obstacles in recruitment; and the final section will review findings on how to overcome obstacles in retention. It is expected that by identifying, describing, and analyzing the impact of various approaches to recruiting and retaining minority employees in education, possible solutions to this problem may be found. Additionally, it is hoped that by taking a brief look outside of the elementary and secondary public schools, and into such areas as higher education and corporations, strategies used in these areas may also be applied.

The Importance of Black Teachers  
as Role Models

Currently, African Americans account for a rising proportion of school-age children. Between 1984 and 1986, minority enrollment increased in 44 states and remained stable in four others (U. S. Department of Education, 1987). This information indicates a rapidly increasing number of minority school-age children. Projections also indicate that by the year 2000, 33 percent of the students will be African American, Latino, Native American, and Asian (Kreisberg, 1988). Other projections show that by the year 2020, the minority student population will grow to 39 percent (Johnson, 1991). Earlier projections (Farrell, 1990) put the number slightly higher--42 percent by the year 2000. This situation is further aggravated by the fact that African American children account for 16.2 percent of the students in public school (National Education Association, 1987), while African American teachers only account for 6.9 percent of the teaching force (American Association of Colleges for Teacher Education, 1989). In Springfield, Massachusetts, the largest city in the western part of the State, the number of minority school-age children has been increasing steadily over the past few years. In the 1980-1981 school year, 51 percent of the students were White, 29 percent were Black, 20 percent were Hispanic, and less than 1 percent were Asian. Ten years later, in

the 1990-1991 school year, 38 percent of the students were White, 28 percent were Black, 33 percent were Hispanic, and 2 percent were Asian. The most recent figures in Springfield indicate that the number of White students has dropped considerably to 33 percent, while Black students (29 percent), Hispanic students (36 percent), and Asian students (2 percent) comprise the balance of enrollment (O'Shea, 1993). If we assume that the goal is to have a teaching population that is reflective of the students that it serves, then "in order to keep pace with the growing percentage of pupils of color, at least one-third of the 500,000 new teachers needed by the mid-1990s will have to be minorities" (Stewart, Meier, & England, 1989). With these facts in mind, research has shown that:

The race and the background of their teachers tell them (the students) something about authority in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and other's intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship. (Carnegie Forum on Education and the Economy, 1986, p. 79)

According to Graham (1987), it is also important that non-Black children have exposure to Black teachers so they will learn that Black adults are contributing members of society. Other authors mention the importance of having representation from all racial and ethnic groups in all professions because of the multiracial nature of our society



(Dorman, 1990; Holmes, 1989; King, 1993; Loehr, 1988; Mercer, 1984; Sands, 1987). Middleton, Mason, Stilwell, and Parker (1988) also report that it was entirely possible that a student of color could complete thirteen years of school and never encounter a minority teacher. According to this researcher, that could possibly be well over forty teachers. Waters (1989), commenting on the importance of Black role models, says that "these models are doubly important to Black children, since Black teachers and administrators are the 'significant others'--persons who act as appropriate role models and are capable of enhancing the self-concept of the young Blacks" (p. 267). In this same article, Waters speaks about a survey she had conducted in which Black administrators felt that Black children did better in Black schools with Black teachers. This is not to say that White teachers are not capable of teaching Black students, but all teachers must be trained to work with children of all backgrounds and cultures (Gordon, 1993).

While the number of minority students is increasing, the number of minority teachers is declining. Minority teachers are sorely needed to serve as positive role models and to pass on the "Black cultural heritage and to instill a sense of Black pride" (Reed, 1986, p. 33). Minority teachers are also needed in suburban schools in order to "promote racial understanding and discourage misconceptions and prejudices" (p. 33).



Bass de Martinez (1988) also stresses the importance of role models for all children. These role models can help children "develop an appreciation for diversity and cultural difference" (p. 13). Middleton, Mason, Stilwell, and Parker (1988) also note the importance of role models for all children--both minority and nonminority. They say that it will "raise aspirations in minority group children and lead to higher expectations for minority group members in others" (p. 14). Spellman (1988), like the previous researchers, indicates that "it is important to have Black teachers as role models because it will help Black students to develop self-esteem, to respect Blacks as authority figures, and to receive guidance in a world alive with racism" (p. 58).

Zapata (1988) states that minority teachers can serve a dual role for minority students. They serve not only as role models for their students, but also as examples of "competence for students already in the mainstream" (p. 19). According to Zapata, "teachers from backgrounds like those of their students can serve as liaisons between home and school, making linkages that are trusted and credible in minority communities" (p. 19).

In Massachusetts, "only 1.2 percent of the students enrolled in the teacher preparation program are African American, and there are no statistically measureable representatives of any other minority group" (American

Association of Colleges for Teacher Education, 1988a, pp. 12-13). In 1986, African Americans represented only 8.6 percent of all college students (a decline of 1 percent from 1976), and Latinos represented 5 percent (an increase of 1.5 percent from 1976) [National Center for Educational Statistics, 1989]. Almost one-half of these students are enrolled in two-year or community colleges and only 15 percent transfer to four-year institutions. (The community college student will be addressed in another section of this study.) However, the problem goes deeper than the numbers suggest. It may go deeper than the ever-decreasing numbers of African Americans graduating from high school. The problem is also exacerbated by the fact that African Americans "are less likely to be enrolled in an academic curriculum . . . less likely to take advanced science and math courses . . . or other subjects likely to strengthen their academic skills and prepare them better for college courses" (Baratz, 1986, p. 6).

Although there was a 25 percent increase in the high school graduation rate for Black students from 1976 to 1982, there was an 11 percent decrease in Black participation in higher education (Wilson & Melendez, 1985). Unfortunately, this high school graduation increase was short-lived. As of 1990, the high school completion rate for African Americans remained fairly stagnant at 76.6 percent. In 1992, the completion rate decreased to

74.6 percent and the dropout rate increased (Carter & Wilson, 1993). Part of the problem is that not all teachers are prepared to deal with students of color. In a recent study, researchers found that as the number of African American teachers increases in an urban setting, the number of African American students assigned to special education and/or suspended/expelled from school decreases (Farrell, 1990). Gordon (1993) also speaks about the number of students who are "dropping out or being pushed out of the system" (p. 7). Clearly, this will affect the number of potential teacher candidates (Farrell, 1990).

#### Barriers to Recruitment of Black Teachers

The literature on the recruitment of minority teachers reveals seven areas that researchers continually look at as challenges to the recruitment of Black teachers:

- Inadequate Academic Preparation
- Financial Concerns
- Competency Testing
- Other Career Options
- Economics
- Working Conditions
- Job Security

In this section, these seven areas will be used as organizers for the literature review.

### Inadequate Academic Preparation

Students of color who complete high school sometimes find that they have not been prepared academically and in some cases are not ready for college (Garibaldi, 1986; Holmes, 1990; Rambert, 1989; Rancifer, 1991, 1993). As a result, their college completion rates are low. In 1988, Hillary Rodham Clinton (wife of the then-Governor of Arkansas, Bill Clinton) observed that this shortage is not the fault of higher education, but the fault of the educational system which for twelve years failed to instill in disadvantaged children the belief that they can succeed (Bell & Steinmiller, 1988).

In order to become a teacher, one must not only be accepted into the teacher preparation program (this will be investigated in the next section of this research study), but must first be accepted into college. Secondary school guidance counselors play a significant role in the college application process and in the decision-making plans of African American students (Root & Kennedy, 1990; Wise, 1990). "Scott's 1982 study showed that 71 percent of the Black students, as compared to 51 percent of the White students, ranked guidance counselors as important in helping them make educational plans" (Witty, 1989). Most young minority students depend on their counselors to provide them with sound advice when deciding which courses they should take and which careers may be of interest to pursue.



The counselors should be talking to prospective Education majors about the intrinsic as well as the extrinsic rewards of teaching. "Similar to students who participate in advanced placement honors programs, young people who identify themselves as prospective teachers should encounter the best teachers the system has to offer" (Hunter-Boykin, 1992).

Besides a lack of adequate academic preparation and advising, potential African American majors in Education are sometimes prevented from entering college as a result of low Scholastic Aptitude Test (S.A.T.) scores. The fact that African Americans score lower on the S.A.T. is also a factor when questioning the low numbers of African American teacher candidates. "Performance on the National Teacher Examination was found to be highly correlated with performance on the S.A.T." (Baratz, 1989, p. 29). Not only do African Americans score lower but all students with the lowest scores tend to select Education as their major (Baratz, 1986; Coley & Goertz, 1990).

According to Root and Kennedy (1990), in 1988, African Americans scored the lowest of all groups (including all minorities) on the S.A.T., not only on the verbal scores but also on the mathematics scores. In the very same year, they also scored the lowest on the American College Test (A.C.T.). Rambert (1989) cites the use of the S.A.T. and the A.C.T. as a "gatekeeping" measure.



Unfortunately, due to the poor preparation some African American students have received throughout their elementary, middle, and secondary school careers, they do not do well. However, the elementary, middle, and secondary schools are not the only institutions at fault. One should probably look further to the institutions that have trained the teachers who are responsible for the lack of academic preparation (Rancifer, 1993).

#### Financial Concerns

Another barrier to potential college students is financial constraints (American Association of Colleges for Teacher Education, 1989; Woods & Williams, 1987). Bass de Martinez (1988) looks at the economy and its effect on the nation's teachers. She contends that as the economic condition of the country worsens, "more individuals begin to question their own status in relation to the seemingly growing status of 'all' Blacks" (p. 10). Working-class Whites begin to believe that they were not provided the same amount of educational growth as what was "believed to be the same accelerated rate for Blacks" (p. 10). Bass de Martinez (1988) also mentions that although the Federal policies of the Reagan Administration at first did not seem to have a great effect on the supply of Black teachers, the impact may be:

. . . long-term, affecting generations of Black teachers. Changes in legislation, funding, and policy implementation are a partial response to national populace which demanded the lessening of the equal opportunity afforded a "select few." Overall, one of the major concerns appears to be fear of losing economic status nationally--or worse, the fear of having lesser status than that of Blacks and other non-Whites. (p. 12)

The American Association of Colleges for Teacher Education (1989) states that African American students are not as likely to attend the first college of their choice due to lack of financial aid. This may also affect the number of African American students actually attending college. Witty (1989) and Jennings (1990) mention the importance of financial assistance for Black students. According to Garibaldi (1987), Federal and State financial aid policies are "in need of rampant changes, so that families of those students, many of whom are not financially self-sufficient, have more available grants rather than loans to support their college education" (p. 22)

### Competency Testing

A further disincentive to entering the teaching profession is competency testing, such as the National Teacher Examination (N.T.E.). The National Teacher Examination is used by many states to determine whether or not a prospective teacher is qualified to teach after completing an undergraduate program. It was instituted in the 1980s as a reform measure to improve the quality of teachers

(Rancifer, 1993). Many researchers have problems with this dependence on a "paper and pencil" evaluation (Farrell, 1990). In fact, in 1985, 58 percent of the more than 6,000 prospective Education majors in California failed the National Teacher Examination (Rancifer, 1993). Rancifer (1993) also adds that the Pre-Professional Skills Test from Educational Testing Service is a further disincentive. This is a test of basic skills which some Education programs require for admission. Mercer (1984) and Rancifer (1991, 1993) believe that there are more important qualifying characteristics that can be measured by an objective test. These include "humaneness, inventiveness, energy, perseverance, self-confidence, the ability to work well with people, and a sense of humor" (Rancifer, 1991, p. 8; 1993, p. 10).

According to Waters (1989), Black teacher candidates fail the National Teacher Examination in proportionally higher numbers than Whites. The National Teacher Examination has been described by Hoover (1984) as "educational genocide for African Americans" (p. 70) and by a Florida faculty member in Waters (1989) as "an academic electric chair" (p. 271). Garibaldi (1986), Farrell (1990), and Goodwin (1991) contend the number of Black candidates failing the National Teacher Examination is at a critical stage. The number of African American students majoring in Education is declining and those who are left are having

difficulty in passing the National Teacher Examination. In a recent study, participants claimed that teacher competency tests contained "racially discriminatory items" (King, 1993, p. 488). Other researchers have claimed cultural bias because of the number of minorities who have failed (Tanner & Seguar, 1990). In some cases, the National Teacher Examination has been responsible for the declining enrollment in Historically Black Colleges and Universities (HBCUs) and, as Posey and Sullivan (1990) have discovered, may have caused some students to change their major because of test anxiety. One of the major concerns of minority students is that they might not pass the certification examination. These researchers cite an example where one male student took the National Teacher Examination on three different occasions and failed each time. As a result, the examination became a self-fulfilling prophecy (Posey & Sullivan, 1990). In an article by Root and Kennedy (1990), G. Pritchey Smith claims that "38,000 potential teachers, including over 21,000 Blacks, were excluded from the profession due to failure to pass competency tests, although that figure and the methodology used in determining it were questioned by the president of Educational Testing Service, publisher of the most widely used teacher test--the National Teacher Examination" (p. 8).



Other researchers, Nelli and Minnis (1986), also mention competency testing as a barrier to minority candidates who wish to pursue a degree in Education. Their solution is to work with teacher training institutions, so that these prospective teachers are able to pass standardized tests.

Cooper (1986) suggests that test-taking skills be taught so that minorities will be more successful when taking teacher certification examinations; but she also realizes that if basic skills are lacking, then all of this would be in vain. Her program "does provide basic skills enhancement (but) the students are required to assume responsibility for 'catching up'" (p. 52). The author concludes by criticizing the National Teacher Examination. She says that it is good that people are tested in areas in which they are going to teach; but, similar to Haberman (1988) and Mercer (1984), she believes that the test is not a good way "to predict teacher effectiveness in the classroom" (p. 53). The National Association for the Advancement of Colored People (N.A.A.C.P.) agrees with Cooper (1986), Haberman (1988), and Mercer (1984). The N.A.A.C.P. feels that "the yardstick being used to measure competency must be fairly determined and job related so as not to impact adversely on Black teachers" (Cooper, 1986, p. 54).



Bell and Morsink (1986) agree with Cooper (1986), Haberman (1988), and Mercer (1984). They feel that because there is a significant difference in the socioeconomic status of Black and White students and standardized tests focus "on the analysis and synthesis of information," students from homes that have a higher socioeconomic status "are more likely to have had experience with higher cognitive level discussion at home" (p. 18). However, the authors say that this is not irreversible. The ideal situation would be to start with early intervention at a young age; but if this was not possible, then perhaps through the use of programs to develop "testwiseness" (p. 18) and providing minority students with role models or mentors (to reduce the feeling of alienation), this cycle of failure could be broken.

The Ford Foundation (1989) recognizes that the number of minorities entering the teaching force has reached the critical stage. Many programs are trying to attract the "best and the brightest" into teaching with little success. What they will attempt to do is to identify "talented minority high school students whose potential is not recognized by conventional standardized tests and recruit them to selected sets of colleges which will prepare them for teaching" (pp. 33-34).

Smith, Miller, and Joy (1988) report that competency testing is a major drawback to minority teachers. In

Florida, a high school student who wishes to pursue a career in teaching must pass six competency examinations from high school to permanent certification. At each of these six steps along the way, more minority students are lost. This is despite evidence that "paper and pencil do not predict ability to teach" (Smith, Miller, & Joy, 1988, p. 45). In Whitaker's (1989) article in Ebony, Dr. Charles Willie states that "there is no evidence that suggests a relationship between the instructional skills that Black teachers have and their ability to pass these tests" (p. 126). Case, Shive, Ingebretson, and Spiegel (1988) agree with the preceding researchers. They found that there must be a much earlier identification of prospective teachers; the recruitment of these young minority people must be more personal; once recruited, they must be provided with adequate support; and, finally, once they have graduated, they must ensure that exit criteria do not rely so heavily on standardized testing. ✓ Dupre (1988) agrees with Case, Shive, Ingebretson, and Spiegel (1988). She, similar to Posey and Sullivan (1990), states that the number of failures is now causing Black graduates in Education to change to other careers" (p. 58). ✓

Graham (1987) does not agree that competency testing as an exit criterion is the problem. She says that today's minority teachers must be academically successful. "If Black teachers, as a group, are substantially and noticeably

weaker than White teachers, their effectiveness as role models is dramatically diminished for students--both Black and White" (p. 599). ✓ Graham further states that the problem is not competency testing. ✓ She says that "the problem cannot be solved simply by raising the cutoff scores on tests, by ignoring the tests, by calling them racially biased, or by declaring them inappropriate for future teachers" (p. 600). The problem, as Graham sees it, is that "Blacks in the United States are not getting as good an education as Whites are--and the education that Whites are getting is not good enough" (p. 600). ✓

### Other Career Options

Besides examinations, there are other disincentives to the potential African American teacher. Among them is the fact that there are job opportunities open to them that were formerly nonexistent and the salary, in some cases, is much higher. { Whitaker (1989) comments that low pay, in conjunction with poor working conditions and sometimes standardized licensing examinations, have ✓ combined to drive out some aspiring Black teachers. Using information gathered by the National Education Association, Whitaker says that some Blacks are leaving because the "windows of opportunity have opened for Blacks in other higher-paying fields" (p. 124). In the same article, Mary Hatwood Futrell, President of the National

Education Association, commented, "When I came into teaching in the 1960s, education was the province of women and minorities; but as these opportunities have opened up in business and private industry, many of the talented people who may have gone into teaching were directed elsewhere" (p. 124). Waters (1989) agrees with Futrell, adding that teaching might have been the only career welcoming Blacks.

Greer and Husk (1989) also speak about the low status of the teaching profession compared to other careers. These researchers say that wider career options have created a new Black middle class which no longer sees teaching as a way out of the lower class. According to Garibaldi (1987), these wider career options were created by the enforcement of affirmative action policies. ✓ Greer and Husk indicate it was not only affirmative action policies, but also the civil rights movement, the women's movement, and government interventions that brought about expanded career opportunities. Other researchers also point to the fact that there are more job opportunities for Black college graduates. Witty (1984), Posey and Sullivan (1990), White (1991), Farrell (1990), Haberman (1988), and Spellman (1988) all talk about how careers have expanded for African Americans beyond traditional teaching, government service, and social work. ✓



## Economics

Several researchers point to the fact that salary was a factor, although not the only factor, in Blacks not opting to go into the teaching profession. Hunter-Boykin (1992) points to other job opportunities in conjunction with the fact that teacher salaries are declining when compared to other professions. ✓ In the King (1993) study, participants made the following observations:

I think minorities are not choosing teaching because many choose to work where they can support themselves. Teaching is rewarding, but garbage men/women start at \$31,000.

The fundamental issue is economic in nature. Well-trained minorities can command more money in better-paying industries. . . . Nowadays, minorities are striving to [attain] a financial level that is not offered in teaching. (p. 485)

Comments made by the participants are in line with the research. Dorman (1990) states that "in terms of salary . . . education faces a great disadvantage against other lines of work. At an average of about \$32,000, teacher salaries still lag behind other fields" (p. 4). According to Otuya (1988), teacher salaries are not competitive with other occupations and for this reason there is a decline in the number of minorities seeking teaching positions. The American Association of Colleges for Teacher Education (1989) states that "Black teacher education students tend to . . . consider low teacher salaries an important reason for preventing minorities from entering the profession"



(p. 11). Garibaldi (1986) states that if salaries are not substantially increased soon, young qualified professionals will not be attracted and veteran teachers will not be retained.

Other researchers, Reed (1986) and Gordon (1993), cite low salaries as one of the reasons for the low number of minorities in Education. Reed stated that recruiters should concentrate on the more positive aspects of a teaching career. For example, she says that although teachers are not the highest paid professionals, they are not the lowest paid and the pay is improving.

Middleton, Mason, Stilwell, and Parker (1988) and Rancifer (1991) also mention the low salaries in comparison to business and industry, and they suggest the salaries be raised in order to attract qualified candidates. The Carnegie Forum on Education (1986) agrees with them. The Carnegie Forum on Education also looks at present teachers and find, as most of the literature suggests, there is a high turnover not only of Blacks but of Whites as well (although it is proportionately higher for Blacks). One of the main reasons for teacher turnover is the relatively low salaries that they receive compared to someone in business or industry with the same academic background.

As Reed (1986) stated, the salary of those in the teaching profession over the past few years has improved,

but it is still not in line with other professions.

Dilworth (1989) commented:

If we consider for the moment the large number of children "at risk", children of children who have been on welfare their entire life (and who will likely continue to be unless something is done), it seems apparent that for these students a starting salary of approximately \$18,000 a year is a good beginning. (p. 9)

Finally, the Institute for Research on Educational Finance and Governance (1985) notes that one-half of today's marriages will end in divorce and these women (including Black women), who at one time made up most of the teaching force, are now opting for higher paying jobs. This fact, in conjunction with the number of African American teachers who "test out" of the profession for higher wages, will exacerbate the problem.

### Working Conditions

From 1984 to 1988, the Metropolitan Life Insurance Company sponsored a series of surveys which focused on the opinions and experiences of the American teacher. Using a nationally representative sample of 1,208 teachers, which included an over-sample of 300 minority teachers, the survey found that a substantial number of minority teachers (41 percent) were likely to leave teaching within the next five years (Metropolitan Life Insurance Company, 1989). This survey was disturbing because it noted that although teacher satisfaction has increased, for both nonminority

and minority teachers, the number of teachers with less than five years of experience who say that they are likely to leave has increased. The survey also noted that "the largest difference found was between minority and non-minority teachers, with minorities being far more likely to say that they will leave than nonminorities (41 percent vs. 25 percent)" (p. 16). The survey further noted that 55 percent of minority teachers with less than five years of experience say that they are likely to leave, compared to 31 percent of nonminority teachers who have the same amount of time in the teaching profession.

This particular survey found that most of the minority teachers interviewed were more likely to be teaching in inner-city schools. A full 30 percent of the minority teachers, as opposed to 9 percent of nonminority teachers, taught in inner-city environments. In these areas, "student problems such as dropouts and substance use are more acute" (Metropolitan Life Insurance Company, 1989, p. 19). As a result, more minority teachers were likely to leave. The respondents in this survey, similar to what was stated in an earlier section of this study, cite better career opportunities as a reason for not only leaving the profession but also not entering it in the first place.

School systems are recognizing the fact that working conditions are a barrier to potential teachers. Attempts

to improve the physical plant, distribute resources more equitably, reduce disciplinary problems, and provide easier teacher workloads are beginning in several cities (Casserly & Kober, 1988). Mack and Jackson (1990) found that:

. . . many urban teachers struggle with inadequate resources, substandard facilities, and the lack of support that would not be tolerated in other professions. Working conditions were cited as being so poor that they had a very powerful negative effect, including higher teacher absenteeism, low morale, and low job satisfaction. (p. 5)

Garibaldi (1986) lists negative portrayal of school problems by the media and "an insignificant regard given by society for the teaching profession" as further disincentives (p. 391). He also observes that keeping the student-teacher ratio low in the classroom might make teaching more attractive to potential newcomers. Gordon (1993) comments that middle-class parents tend to steer their children away from teaching because their chances of teaching in an urban situation, where most of the school problems exist, are great. Some parents, who were sometimes not successful in school themselves, see education as the primary cause of their present predicament. Those parents who view education positively see it as a way out of poverty and low status and into the high status professions and away from those professions that are service or community oriented. Gordon (1993) concludes by saying:



✓ Minority individuals cannot be expected to assume professional positions which the dominant cultures denigrates and undermines. Not until the dominant culture . . . comes to value teachers and takes responsibility for training all teachers to work with all children will we see an increase in interest by students of color in the field of teaching. Not until America alters its priorities and reinvests in its cities and youth is there a reason to expect people of color to go into urban areas that have been devastated by crime and poverty due to racism, classism, and fear. (p. 12)

Hunter-Boykin (1992) also notes that teaching, which was once a respected profession, has lost its appeal to young Blacks who now have more options to choose from and where working conditions are better. She mentions, similar to Goodwin (1991), Gordon (1993), and King (1993), that prestige and status must be restored to teaching if we expect to attract competent African American individuals. Haberman, in Dorman's (1993) article, makes this statement with regard to working conditions: "In urban schools ' (which is where most Blacks and Hispanics attend school), it is unlikely that the most successful students would want to subject themselves to the conditions of work in which they have observed their own approximately 50 teachers and countless substitutes" (p. 4). ✓ One of the participants in King's (1993) study stated:

Minorities are choosing not to teach because of overcrowded classrooms, [and] fear of student violence, and because they think they won't have an impact; their hands will be tied [by] red tape [from the] board of education. (p. 485)



✓ Haberman (1987) looks at the data on the numbers of minority teachers and says that the numbers of teacher education graduates are not that bad, but most choose not to teach, especially in urban schools. He gives examples of preservice teachers who practice teach in urban settings and seek employment in suburban settings. Additionally, Haberman (1987) says that there are four "detours" to recruiting and retaining minority teachers. He calls them detours because "the route is indirect; in other words, we would have to devote major resources to accomplishing these goals without knowing their potential impact on minority recruitment" (p. 39). The four detours that Haberman speaks about are increasing the salary level of classroom teachers, raising the status of classroom teachers, empowering teachers, and, finally, changing university programs so that they are relevant. (The university will be discussed in another part of this chapter.) ✓

Litt and Turk (1985) agree with Haberman (1987). They say that not only is salary an issue, but the relatively low status of teachers, the bureaucratic paperwork associated with the classroom, and poor opportunities for advancement are listed as reasons for leaving. These reasons are in accordance with the Metropolitan Life Insurance Company study, conducted in 1985, which lists the same reasons for leaving, but also states that the main

reason for staying in the profession is the high satisfaction derived from teaching (this reason for staying has remained unchanged in subsequent surveys conducted by the Metropolitan Life Insurance Company). The disturbing factor is, however, that despite expressing high satisfaction with their jobs, many minorities are leaving the teaching profession (Metropolitan Life Insurance Company, 1989). One possible reason given by the survey was that a large number of minority teachers work in inner-city schools where most of the students come from low-income minority families and where there are high incidences of dropouts, drugs, violence, and teenage pregnancy.

Hochstein (in Devarics, 1988), looking at ways to recruit minority teachers, says that "salaries have improved, but in many places the working conditions haven't" (p. 1). He feels, as do other researchers, that teachers are not treated as professionals; and that in order to recruit teachers, the key is to give more status and dignity to the profession.

Along with expanded career opportunities and poor working conditions, teachers who are presently teaching have, in some cases, served as detractors to potential teaching candidates. Hunter-Boykin (1992) report that some teachers actually advise their own children and their students not to become teachers because of the salary and the working conditions. The Metropolitan Life Insurance

Company study pointed out that 41 percent of minority teachers plan to leave in five years, so it is hard for them to be the recruiters for potential minority teachers (Mack & Jackson, 1990). Greer and Husk (1989) say the Black teachers "who have academically talented children are perceived by their children as disapproving of teaching as a career choice" (p. 11). ✓ With comments such as these, it is understandable why few African Americans are not choosing teaching as a career. ✓

### Job Security

The idea of job security is uppermost in many young aspiring African American professionals' thoughts. There was a time period when there were few, if any, jobs for African American teachers. After the Brown vs. Board of Education in Topeka case in 1954, the schools of the South had to be desegregated. Up to this point, a dual educational system, Black and White, had existed. This seemed to be both a blessing and a curse. Between 1954 and 1970, as Black schools were closed (Webb, 1986), many Black teachers, "regardless of their previous experience, were increasingly relieved of their teaching responsibilities and assigned to jobs for which they were not trained" (Hunter-Boykin, 1992, p. 484). In some cases, they were out of jobs completely (Garibaldi, 1987; Holmes, 1990; Skeel, 1988). This problem was exacerbated by an oversupply

of teachers in the early 1970s. According to Graham (in Rancifer, 1993):

Prospective teacher education students may have observed these conditions and decided that teaching is not for them. The crux of the matter seems to be that many able Blacks look more broadly at employment and no longer feel constrained to seek teaching jobs. (p. 11)

### Strategies for Recruitment

Thus far, this chapter has concentrated on the research reporting disincentives for African Americans becoming teachers. An attempt will now be made to review what incentives have been identified and which strategies have been utilized or proposed in order to successfully recruit minorities into the teaching profession. The review will include studies about job satisfaction and teaching as a second career. The review will also look at early intervention, loan forgiveness, community college graduates, test-taking skills, Teacher Corps, job guarantees, and, finally, Black social organizations, churches, and media.

Potential teachers must realize that teaching need not be a lifelong career. As a result of their background in the humanities, liberal arts, psychology, etc., they can enter other fields, such as supervisors and administrators in government, business, and industry (Middleton, Mason, Stilwell, & Parker, 1988; Reed, 1986).



As young African Americans are being attracted to more lucrative positions, they may be missing a very important aspect of teaching. Reed (1986) notes that there are some rewards that cannot be measured in terms of money. Minorities need to realize that it is important to "know about the personal sense of accomplishment and satisfaction they feel from helping young people discover their abilities to achieve" (Reed, 1986, p. 33).

Gordon (1993) suggests that the opportunity to "make a difference in a child's life" (p. 9) exists as an incentive to potential teachers. King (1993) indicates the following serve as indicators:

- The opportunity to work with young people;
- The feeling that their abilities were well-suited to teaching;
- The belief that teaching contributed to the betterment of society;
- The belief that teaching provided one with the opportunity to be creative;
- The perception that teaching provided the opportunity to work with students of diverse backgrounds and diverse needs;
- The intellectual challenge that teaching provides;
- The desire for good vacation time.



Glazer and Venezia (1988), describing a collaborative program between the college and the high school, say that "students find their greatest satisfaction in the act of teaching" (p. 24). In the King study (1993), several participants (96 percent) list more participation in schoolwide decision making as being important. Root and Kennedy (1990) also list teacher empowerment as being an incentive to potential teachers. As a result, many school systems (Springfield, Massachusetts, included) have embraced the idea of school-based management.

Some states and universities have taken an aggressive approach to attracting the very few potential minority candidates that exist. They are starting to work with students at an early age, some as early as the junior high level. This early intervention affords them the opportunity to help students make better-informed choices with regard to course selection, thus enabling the students to be better prepared for college.

Middleton, Mason, Stilwell, and Parker (1988) argue with this concept. They believe that one way to increase the number of young people joining the teaching profession is to start at an earlier level. They suggest that a collaborative effort between higher education institutions and secondary and elementary schools be made. They also suggest that salaries be raised in order to attract more potential teachers. Funding support for minority

teaching candidates should also be increased. Like Reed (1986), they suggest that teaching does not necessarily have to be a lifelong career, but that it could be a mid-life career change option. Finally, the authors endorse a program to improve the scores of minority students on standardized tests.

Hunter-Boykin (1992) also endorses a program of early intervention. "Early selection and entry of African American youngsters interested in teaching careers has been promoted through special precollege programs designed to channel minority high school students toward careers in education" (p. 486). These programs include not only early intervention in the middle grades but also summer workshops for high school students and magnet schools for those students interested in teaching (Glazer & Venezia, 1988; Hunter-Boykin, 1992). Hunter-Boykin (1992) also describes the Teaching Professions Program at a high school in Washington, D. C. Their motto is "We grow our own". Their objectives are:

- To promote and enhance a positive image of the teaching profession;
- To attract talented students of various socioeconomic backgrounds in educational careers;
- To increase an awareness of traditional and emerging career opportunities for educators;

- To provide students with extensive field experiences and observations in various settings;
- To expand students' access to institutions of higher education;
- To assist students in obtaining financial support for college upon graduation;
- To involve educators, the business community, and the public in the encouragement and preparation of future teachers;
- To equip students with higher-order critical thinking and problem-solving skills.

Goodwin (1991) also endorses the concept of collaboration between the university and the school system. Additionally, he mentions the Teacher Cadet Program. This program sometimes starts as early as middle school. Students are exposed to master teachers, they have the opportunity to tutor younger students, and they also work with mentor teachers. These strategies were developed as a response to the anticipated minority teacher shortage, mentioned by the Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy (1986), by five southern states--Arkansas, Georgia, North Carolina, Tennessee, and Virginia (Alston, Jackson, & Pressman, 1989; Daughtry, 1989; Goodwin, 1991).

The Summer Enrichment Program, also mentioned by Goodwin (1991), is a six-week program similar to the Teacher Cadet Program which takes place on the campuses of Historically Black Colleges and Universities (HBCUs) to mentor and improve academic skills. There is also a Summer Scholars Program which involves students from HBCUs who live on campus and take courses which will deepen their understanding of Education and other subjects. A component of this program involves a faculty exchange between the university and the public schools to encourage collaboration. The final strategy of the program is to bring together African American superintendents, principals, and educational policymakers to provide direction in the field of Education (Goodwin, 1991).

Garibaldi (1986) indicates that the quality of education in the secondary schools must be improved and a higher proportion of students must graduate in order to increase the numbers of minority teachers. To this end, Farrell (1990) advocates the use of Black and White male high school seniors to serve as aides in the elementary schools. This accomplishes a dual purpose: The younger students will have positive, literate male role models; and the older students will be introduced to the idea of working with younger people as a career. In some cases, these seniors were the only positive male role contacts that the elementary students had. Ansah (1986), King (1993),



✓ Rancifer (1993), and White (1991) also advocate an earlier intervention in terms of contact with the high school and junior high school. Some school systems, in anticipation of the predicted shortage in 1995 (Darling-Hammond, Pittman, & Ottinger, 1987; Johnson, 1986; Rancifer, 1991, 1993; Wells, 1988), have also established chapters of Future Teachers Clubs in order to foster an interest in teaching as a career. Posey and Sullivan (1990) suggest the involvement of professionals from community and business for junior high and high school age students to enable these students to see and interact with members of their own racial group who have been successful. ✓

Mercer (1984) recognizes the obstacles and limitations of tests, reviewed earlier in the chapter, and proposes that perhaps criteria other than Scholastic Aptitude Test (S.A.T.) and American College Test (A.C.T.) scores should be considered. He suggests looking at alternative standards such as:

- The student's past accomplishment;
- Variables related to the success of Black students;
- The Ford Foundation's Value-Added Model;
- A competencies/assessment mastery model.  
(p. 28)

The first criterion, a student's past accomplishments, seems to be a better predictor of a student's success in college (Mercer, 1984). Students who demonstrate an



ability as leaders outside of the classroom may not necessarily do well on the Scholastic Aptitude Test (S.A.T.) or the American College Test (A.C.T.) but may still experience successful completion of college. Unfortunately, most universities use Grade Point Averages (G.P.A.s) along with the S.A.T. or A.C.T. to determine acceptance into college or into the Education program. According to Haberman (1987), these are valid criteria, but they should not be used solely in deciding the admission of young people into the university or into the Education program. A demonstrated ability, such as being able to work with youth groups, might be a better predictor of potential teaching success.

The second of Mercer's (1984) four suggestions was to use variables and describe characteristics related to success of Black students in college. The variables and characteristics that he spoke about included:

- Early decision on goals
  - Motivation
  - Type of high school curriculum
  - Participation in high school activities and organizations
  - Study habits
  - Students' employment and work hours
  - Student attitude and perceptions
- (p. 28)

✓ Mercer (1984) says that more investigation is needed before we rely solely on these variables, but as with the Ford Foundation's Value-Added Model (below), we should consider using them because of the high numbers of minority students who are excluded from college or from Education programs. ✓

The third of Mercer's (1984) variables included the Ford Foundation's Value-Added Model. A value-added admission is defined as a "system in which students are admitted and evaluated on the basis of their potential for learning and growth rather than on their past achievements as indicated by grades and by test scores" (p. 28).

✓ The fourth and final variable that Mercer (1984) writes about is the Competencies/Assessment Mastery Model. This model "suggests strongly that those who desire to teach should possess a combination of stated qualities and characteristics if they are to become competent teachers . . . and [sic] such qualities and characteristics must be given equal weight in the admission process" (p. 28).

These include:

- Leadership
- Sensitivity
- Oral and written communication
- Ability to organize and plan
- Ability to be perceptive and analytical

- Ability to make decisions
- Ability to be flexible and adaptable

The Education Commission of the States writes that minorities are not entering other professions as other researchers have reported. The decline that has been reported cannot be accounted for in other professions and occupations (in Holmes, 1989). The Commission says that there are not as many students entering institutions of higher learning, or they are not graduating. What Holmes (1989) suggests in this report is that an earlier intervention is needed not only for minority students but non-minority students as well. Along with previously-mentioned authors, she suggests:

- Exchanges between minority and nonminority faculty at predominantly White and Black institutions;
- Concurrent course enrollments for students in predominantly White and Black institutions within the same cities and general locales;
- Explicit curricular articulation between secondary schools and selected institutions--community colleges and four-year colleges;
- Improved paths of transfers between two- and four-year institutions;
- Improved monitoring and assessment of outcomes (program completion, job placement) for

graduates of proprietary schools accepting federal financial aid packages from students;

- Innovative strategies that allow those needing financial assistance to enter college, such as state-funded "work-study" programs permitting teacher education juniors to assist in local school districts;
- Programs designed to attract and encourage the return of college graduates who entered other fields but now may wish to teach;
- The professionalization of teaching to attract more qualified people.

✓ Graham (1987) believes, as Holmes (1989), that the "windows of opportunity" are not the only reason why there are so few Blacks entering the ranks of teachers. According to Graham (1987), "Not enough Blacks have moved into other professions as yet for us to ascertain that they represent displaced teachers" (p. 602). Graham comes to four conclusions. The first is that we must work with elementary and secondary schools so that they will become more effective in educating students. Second, greater effort must be made by colleges to recruit Black students and retain them by providing support once they arrive. Third, both private and public institutions must be more imaginative and generous in spending money to attract



Blacks to the field of Education. Finally, Graham says that we must look to the middle-aged college-educated population, who have had successful experiences in a variety of fields and perhaps recruit them to teach. ✓

In 1986, the Carnegie Forum on Education and the Economy prepared a report on teaching. The section on minority teachers emphasizes the idea of the Federal Government instituting a program whereby minority students are granted fellowships if they are enrolled in a graduate education program. In return, the participants would be required to teach for a certain amount of time. This is similar to Loehr (1988) who says that legislators should offer some type of forgiveness for educational loans incurred by young people who wish to pursue a major in Education. This would be comparable to the National Defense Loans of the early 1960s. The difference between the Carnegie Forum and Loehr is that Loehr would like to see this happen on the undergraduate level. The Carnegie Forum on Education and the Economy would also like to see an earlier attempt made to attract young people to teaching.

✓ Loan forgiveness and job guarantees are two added incentives for encouraging minority participation. Very simply, loan forgiveness applies to those graduates who agree to teach for a certain amount of time or in a certain area (Alston, Jackson, & Pressman, 1989; Garibaldi, 1989).



In line with this idea of loan forgiveness, the traditional supplier of African American teachers, the Historically Black Colleges and Universities (HBCUs), should not be overlooked. Financial support to these institutions is necessary if the number of African American teachers is to increase (Baratz, 1986; Garibaldi, 1989; Witty, 1989).

✓ Darling-Hammond (1984), Smith (1984), Garibaldi (1986), Greer and Husk (1989), Farrell (1990), Root and Kennedy (1990), Gordon (1993), and Rancifer (1993) also suggest the idea of forgivable loans and scholarships. The American Association of Colleges for Teacher Education (1987) takes this idea one step further. They suggest that a state and federal scholarship program be established whereby minority students who intend to enter teaching be granted scholarships with no payback in teaching required. The idea of financial aid to the prospective teacher could possibly work as a powerful incentive. King (1993) mentioned the concept of financial incentives as a way to attract beginning teachers. ✓

Another possible area for recruitment of minority teachers may be those students who have attended or have graduated from junior or community colleges (Bell & Steinmiller, 1988; Haberman, 1987; Root & Kennedy, 1990). It would be essential for the university to establish linkages and/or develop a formal agreement with community

colleges to insure that appropriate courses are taken and that the community college graduates, after completing the required courses, would be assured admission to the teacher preparation program. According to Anglin (1991), using unpublished data from 1986, these community college students represent 43 percent of undergraduates in the United States and 43 percent of all African American undergraduates. These students would seem to be an important piece in the recruitment puzzle. According to Johnson (1986), Garibaldi (1987), Haberman (1987), Woods and Williams (1987), and Ansah (1988), it is important for the university and community college to have a formal agreement to allow community college graduates to transfer. The problem seems to stem from the fact that in the early 1970s the community colleges shifted emphasis from "pre-baccalaureate preparation to vocational or occupational training" (Anglin, 1991, p. 4). It should also be noted that minorities were "inordinately concentrated in the career or vocational areas" (Anglin, 1991, p. 4). As mentioned earlier in this chapter, during the 1980s, there was an increased emphasis on improving the schools, so the job entry or job upgrading skills of the community college (where most of the minority students are concentrated) did not fit into the university program with its emphasis on academics and pedagogical knowledge. As a result, it was more difficult to transfer into the Education program

of a four-year college. Fortunately, for those community college students who were interested in becoming teachers, there has been better articulation between the schools of education and the community colleges. Many educational professionals have applauded this communication between the two institutions. Billups, in the Anglin (1991) article, states:

We certainly applaud the closer look at targeting community colleges because that's where our kids are. I would like to see us go beyond minority teachers as role models for minority students, and I would like to look at the fact that they are also resources and interpreters of the culture for the rest of the staff and the environment. Communication is essential to learn.  
(p. 6)

As one begins to investigate the possibility of an articulation agreement between the community college and the university, as a strategy to recruit teachers, academic support is also needed. Hunter-Boykin (1992) says that the Historically Black Colleges and Universities (HBCUs) and the public schools must take an aggressive role in the process of providing remediation, if necessary, and enrichment to African American students. Along with this, workshops on test-taking techniques must be offered so that African American students will do well on the Scholastic Aptitude Test (S.A.T.), and upon completion of college, do well on the National Teacher Examination (N.T.E.). Other researchers agree with this concept of teaching test-taking techniques. Ansah (1988), Dorman

(1990), Farrell (1990), Garibaldi (1989), Johnson (1990), and Root and Kennedy (1990) are among the researchers who advocate the teaching of techniques to improve scores on the S.A.T. and the N.T.E. Garibaldi (1986) says:

These fundamental test-taking skills (e.g., guessing strategies, time management, eliminating distractors, and so forth) should be taught to children. Concomitantly, more emphasis on analytical/problem-solving skills and instruction will help students approach tests with positive attitudes and beliefs that they will succeed. Furthermore, additional emphasis should be placed on reading speed and comprehension, language arts skills, and vocabulary development. (p. 395)

Posey and Sullivan (1990) say that students must not be disheartened and discouraged by the National Teacher Examination (N.T.E.). "We must encourage students and college personnel to be proactive, rather than spending an inordinate amount of time on reacting as the pool of African American teachers dwindles" (p. 8). They suggest that students take practice exercises to improve their scores. Ansah (1990) also states that the university must take a look at the way in which its faculty are teaching and begin to offer professional development so that the faculty move away from emphasizing the "lower levels of Bloom's taxonomy (knowledge and comprehension) [and] emphasize the upper levels of the taxonomy (analysis, application, synthesis, and evaluation)" (p. 9). This, in conjunction with the teaching of test-wiseness, should improve scores. Test-wiseness, according to the Appalachia



Educational Laboratory (1990), is defined as "an attempt to equalize opportunities for passing standardized tests so that students are not differentially rewarded or penalized by the characteristics of a test" (p. 199).

As previously stated, one of the concerns of minority students is that they might not be able to pass the teacher certification examinations. Faculty tutors and graduate mentors must be provided in order to give, in some cases, remedial instruction in reading and writing. Besides remedial help, practice in test-taking should be made available (Alexander & Miller, 1989; Daughtry, 1989; Neuberger, McGlon, & Johnson, 1989; Witty, 1989). This would give students the necessary skills needed to be successful in certification examinations and hopefully increase the number of minority teachers.

Morehead (1986) also sees the ranks of minority teachers dwindling. He, along with other researchers, suggests working with freshmen in college. He says that, first of all, test-taking skills should be taught. Second, colleges should organize "a centralized advising program that is directed toward minorities in Education" (p. 63). Third, minorities who are presently employed in public schools should be brought in to serve as role models to minority students. Finally, a process to identify and recruit minority students for a career in Education should be implemented.

In addition to teaching test-taking skills, another successful strategy was the Teacher Corps, which was patterned after the Peace Corps. The Teacher Corps was "designed to improve the quality of education for low-income students in the nation's urban schools" (Freiberg & Waxman, 1990, p. 618). During the first ten years of operation, the Teacher Corps recruited over 13,000 White, Black, Asian, Hispanic, and Native American liberal arts college graduates and prepared them, in teams with a large amount of in-school hands-on work, to be teachers. Although the Teacher Corps ended in 1982 (it began in 1965), its legacy, and that of the Career Opportunities Program which began alongside of the Teacher Corps and was targeted for paraprofessionals, is a number of programs which reflect their philosophy (Wells, 1988). Notably, there are programs in major cities across the country; namely, Philadelphia, New York, Milwaukee, and Seattle. People are recruited from other jobs in order to help their community. Paraprofessionals (classroom aides or assistants) "whose racial makeup more closely mirrors the student enrollment" (Cells, 1993, p. A-1) are given the opportunity to attend college classes in order to pursue degrees and to become certified. Posey and Sullivan (1990) agree with this strategy. Additionally, they suggest these paraprofessionals be given released time to attend classes and/or have the opportunity to attend Saturday or

evening classes in order to become teachers. The beauty of this strategy is these individuals have already demonstrated a willingness to work with young people and possess some expertise (Dorman, 1991). An agreement with local colleges of programs that would give college credit for inservice training might be feasible (Neuberger, McGlon, & Johnson, 1989).

In addition, possible teacher candidates could include the single parent and part-time or evening students. "They include displaced homemakers, dislocated workers, and workers seeking changes from nonacademically oriented careers" (Neuberger, McGlon, & Johnson, 1989). These students may find a career in teaching very attractive. Recruiters should also not forget about the undeclared major (Garibaldi, 1986; Johnson, 1986), the nontraditional student [those students who are slightly older than the normal college-age student] (King, 1993), and the second- or mid-career person (Dorman, 1990; King, 1993; Woods & Williams, 1987). One Historically Black College has even instituted a "Switch to Teaching Program" in which military retirees, housewives, and business personnel are encouraged to join teacher preparation programs (Witty, 1989). There is also a new program operating in several cities across the United States. It is called "Teach for America" and was the brain-child of 25-year-old Wendy Kopp who came up with the idea while writing her

senior thesis at Princeton University in 1990. Recruits are given an eight-week "crash" course in methodology and then sent for a two-year period to areas where teachers are desperately needed. The program is still in its infancy stages, but most superintendents report that it is successful. Recruits, however, still feel that they are in need of more training; but for the most part, they are satisfied (Chira, 1992; Marriot, 1990).

Witty (1989) and Wise (1990) both mention trying to persuade academically-qualified high school graduates who opted not to go to college to consider teaching as a career. Wise (1990) suggests reviewing applications on file to see if there may be an interest in becoming a teacher.

Another way to attract prospective teachers is by offering "five quarters of college credit in teacher education before graduating from high school" (Willard & Gordon, 1989, p. 57). Other researchers point to the importance of telephone contact (even more so than letters which are sometimes unread, due to the large numbers received by academically-qualified candidates), and personal contact by alumni/ae (Rancifer, 1989), as well as by college personnel (Witty, 1989).

The next section on strategies for recruitment involves the idea of job guarantees. Hunter-Boykin (1992) speaks about the Teaching Professions Program at Coolidge High School in Washington, D. C. This program guarantees



employment to a Teaching Professions Program graduate who successfully completes a teacher preparation program. Wells (1988), Dorman (1990), and Anglin (1991) also suggest that school systems guarantee their graduates a teaching position, if they successfully complete a teacher education program. Additionally, Anglin (1991) says that "preservice arrangements not only pave the way for the students but also assist school district personnel when analyzing where best to utilize student skills" (p. 13).

As one begins to investigate ways in which teachers are recruited, several agencies, organizations, and individuals should not be overlooked. Among these are community agencies, churches, Black social fraternities and sororities, Black media, and currently practicing Black teachers (Garibaldi, 1986; Johnson, 1986; Rancifer, 1993). These organizations have not been traditionally involved in the recruitment of African American teachers but, according to Greer and Husk (1989), they could possibly "play a key role in identifying prospective minority teachers, in providing a support network, and in offering financial assistance" (p. 29). The College of Education at the University of Akron (Ohio), in a project entitled "The Minority Teacher Preparation Project", suggests involving the community, the university, and the school system in an effort to find minority teachers. By utilizing the Urban League, the Industry Council,

and the University Teacher Preparation Program, as well as the school system itself, this collaborative project has met with great success. King (1993) also mentions the use of community agencies. "The profession must acknowledge that other avenues exist where potentially academically able and dedicated African Americans may be found" (p. 489).

Another resource for recruitment could possibly be the Black social fraternities and sororities. Rancifer (1991) suggests that these organizations be used "to develop tutorial programs for [its] members [and to invite] pro-education speakers" (p. 14). Johnson (1986) and Greer and Husk (1989) comment that these fraternities and sororities can help to identify African American college graduates and undergraduates in the community who might have an interest in teaching.

Besides fraternities and sororities, another important resource for the recruitment of African American teachers may be the churches (Johnson, 1986). According to Rancifer (1991), the predominantly Black churches could let their membership be aware of the need for African American teachers and also let them know about the opportunities that exist in teaching. Another source for recruitment could be the Black periodicals (White, 1991). These could include local newspapers, as well as nationally-known magazines (e.g., Ebony, Jet, etc.).

### Strategies for Retention

The final section of this chapter will focus on teacher retention with a brief look outside of education into corporations and higher education. As stated at the beginning of this chapter, it is hoped that the investigation of these other areas may lead us to possible solutions to the retention problem.

Every year, school systems lose teachers, both minority and majority, as "teachers retire, defect from, or 'test out' of the teaching profession" (Alexander & Miller, 1989, p. 45). Retention is a very important concept when discussing minority teachers. It is, however, not limited to minority teachers alone. Some of the strategies mentioned in the recruitment section of this chapter are also actually strategies for retention, and some of these strategies apply to majority teachers as well. For example, the issues of prestige, working conditions, job satisfaction, salary, and opportunities for job advancement are not only applicable to recruitment but to retention as well. In addition to these issues, there are also the issues of job mobility, orientation to the community, and an induction program for beginning teachers.

Most research points to the fact that recognition of teachers as professionals should be an ongoing event

(Dilworth, 1989; Garibaldi, 1989; Glazer & Venezia, 1988; Greer & Husk, 1989; King, 1993). Dilworth (1989) states that "this helps to raise the image of the teacher as a professional and shows students a very positive side of a noble and worthwhile profession" (p. 9). Gayles (1989) comments that "tangible rewards for outstanding teaching and ceremonies for professional recognition are great incentives for recruiting and retaining superior teachers in their profession" (p. 65). Some teachers feel trapped. "Teaching may be the only occupation in this country where if you move voluntarily . . . you have to suffer . . . because invariably the new district will not credit . . . your prior experiences toward salary" (Shanker, 1985, p. 97). ✓ The Carnegie Forum on Education and the Economy (1986) agrees with Shanker. They propose that relocation should be made easier with reciprocity between states, not only for certification but also for retirement. ✓

Even before any of this can occur, one of the biggest hurdles in retaining teachers must be overcome. This hurdle involves salary. Salary has already been addressed in the recruitment section of this chapter. Kottkamp (1987) states that ". . . low salaries are associated with dissatisfaction and leaving the classroom. The major implication for retention of teachers is that higher salaries are likely to prevent some teachers from leaving the classroom" (p. 49). Another researcher, Garibaldi



(1986), agrees with this idea that salary must be the determining factor if "schools expect to retain veterans" (p. 29).

Another important aspect of the retention problem is the idea of teachers being treated as professionals. Most teachers express dissatisfaction at the amount of non-instructional time spent at menial tasks (e.g., supervising study halls, hall patrols, etc.). Bell and Steinmiller (1988) agree with the teachers. They sum it up by saying:

The root of the problem is the public perception that teachers don't do anything sophisticated. This is reinforced by the working conditions that we impose on teachers. How many true professionals have parking lot duty this week?  
(p. 7)

Besides reciprocity, salary, and teachers being treated as professionals, there are other considerations. It is imperative that teachers be provided with opportunities for professional development (Johnson, 1986). It is also equally important to provide opportunities for advancement (Farrell, 1990; Garibaldi, 1989; White, 1991). Dorman (1990) sees this as an important strategy for retention. He says that teachers should be provided with "increased options for advancement and diversification within the teaching profession as incentives to increase retention" (p. 4). Garibaldi (1989) agrees with the other researchers. The only way that a teacher can advance in most school

systems is to move out of the classroom and into administration. Fortunately, some systems have recognized this and are trying to find alternative ways to recognize good teachers and keep them in the classroom.

Along with professional development, most research points to an orientation program for first-year teachers as a positive aspect of retention. First-year teachers should be oriented to the community as well as the neighborhood (White, 1991). According to Dilworth (1989), resources for this activity are churches or community groups.

Besides an orientation to the community, it is also important to have a formal program for first-year teachers (Huling-Austin & Murphy, 1987; Odell, 1986). Smith and Wilson (1986) identify eight reasons for instituting a formal induction program for teachers:

- (1) The demands placed on teachers are greater than ever before.
- (2) There is an expanded recognized knowledge base for teacher education.
- (3) There is great concern whether teacher preparation programs in their present form can adequately meet the demands of more rigorous professional practice.
- (4) Knowledgeable individuals recognize that a full-developed preservice teacher

preparation program that is adequate for the 21st century requires more than the traditional four-year program.

- (5) The public recognizes the vital role played by teachers in providing our youth with an acceptable level of educational opportunity.
- (6) Induction into the teaching profession, as true in other professions, is a formative critical period.
- (7) A major reason for attrition from the profession may well stem from the lack of an integrated system of support, assistance, and evaluation available to entering professionals during the induction period.
- ✓ (8) The responsibility for quality control, for deciding who can serve our youth, acceptably and effectively, rests with the collective profession.

Research has also suggested the use of successful classroom teachers as mentors for beginning teachers. This is done as part of the induction program (Galvez-Hjornevik, 1986; Huffman & Leak, 1987). Most first-year teachers seem to find someone who they can relate to or who they can seek advice from; but this is a formal

program matching induction-year teachers by subject area and allotting time so that both parties can meet.

Jennings (1990) mentions that if a minority teacher has no other persons of color in his or her work environment, he or she may leave. "Support groups can be formed for new teachers to alleviate feelings of isolation and to facilitate collective problem solving" (Daughtry, 1989, p. 27). University and local school administrators can also help by conducting workshops dealing with time management and how to deal with paperwork. It is also important to provide some type of opportunity for minorities to advance by providing fellowships or loans so that they can pursue advanced degrees.

According to Gayles (1989), several components must be present in order to retain teachers:

- Academic freedom
- Faculty participation in formulation of school policies
- Faculty participation in student affairs
- Orientation program for new teachers
- Faculty participation in professional organizations
- Professional reading room
- Leaves of absence
- Opportunities for educational travel
- Instructional supervisory program



- Opportunities for action research activities
- Professional recognition of good teaching
- Inservice education committee
- Periodic evaluations
- Improved working conditions

The last item Gayles (1989) identified had several subsections that deal with the "everyday", and sometimes frustrating, life of a teacher. They included:

- An ideal student-faculty ratio
- Stable work assignments in terms of training, interest, and experience
- Limited noninstitutional services
- Adequate and useful teaching facilities and equipment
- Adequate and competent secretarial and clerical services
- Provision for time in the instructional schedule for personnel and guidance functions
- A good library
- High faculty morale

The list of components presented by Gayles (1989) is not intended as a cure-all to the problem of retention. "Its purpose is simply to identify and suggest some of the more engaging and stimulating devices and procedures that are especially relevant to teacher retention" (p. 66).

### Retention of Black Employees

In an effort to investigate ways to retain minority teachers, it was felt that by looking at areas other than education, in this case business, successful strategies could be explored and possibly adopted by education.

Although there is an abundance of research that suggests ways to retain existing employees, there is little research done on the retention of Black employees. Due to this fact, the researcher attempted to examine various methods used by business and tried to generalize them so they could be applied to Black employees.

Most research points to the fact that recruiting the right person for the right job is extremely important. "A successful entry process integrates the needs of the individual with the needs of the organization in a formal program. If both sets of needs are satisfied, the organization should have a productive (employee) [sic] who will build job tenure and make a contribution" (Phillips, 1987). Mobley (1982) outlines the following: (1) younger employees are more likely to leave; (2) short-term employees are more likely to leave than those with more tenure; (3) employees who are dissatisfied with their jobs are more likely to leave the organization than those who are satisfied; (4) the supervisor's style affects the employees' decisions to leave; and (5) other job factors,

such as role clarity, job autonomy and responsibility, task repetitiveness, and overall reaction to the job, all seem to be correlated with job turnover.

Bewayo (1986) comments that employees tend to stay if there are advancement opportunities, good benefits, an opportunity to use a wide range of skills, good pay, job security, and, finally, challenging work.

According to Aldefer (1972), there are three basic ways in which employees are attracted and retained. They are existence, relatedness, and growth. The theory is similar to Maslow's (1962) hierarchy of needs where physiological needs are paramount, followed by safety (security), social (affiliation), esteem (recognition), and self-actualization (maximizing potential). Aldefer believes that existence needs, such as salary, fringe benefits, fairness in pay, physical safety at work, and (in daily life) the physical aspects of working, are most important. He also asserts that relatedness needs, that is, working or living with friendly people, respect, support, open communication, and feelings of prestige among others, are paramount. The last category, growth, is probably the most important as far as retaining employees. It involves the degree of challenge at work, the desire for activities in which the individual is independent, the degree to which abilities are fully used, personal involvement at work, and the feeling of self-esteem.

Phillips (1987) indicates that today's employees have had more material possessions when they were growing up than those of previous generations. He also notes that today's college graduates grew up with both parents working and no one at home when they returned from school. Hard work and higher wages might have motivated previous generations, but the new college graduates of today are seeking satisfaction, recognition, and involvement. While this information may be applicable to White college graduates, it cannot be applied to Black college graduates. The U. S. Bureau of Census (1987) indicates that 54 percent of all Black families are nontraditional households (that is, live with only one parent) and 10 percent of all Black students live with neither parent. This is not to say that Black college graduates are not looking for satisfaction, recognition, and involvement, along with their White counterparts, but not because they came from affluent backgrounds. High wages are still a motivator for them.

The noted business author, Tom Peters (1987), stated that time spent recruiting individuals who share the same values as the organization and giving these individuals the opportunity for training will significantly reduce absenteeism and turnover. The message that should be given to employees is that they are important.



Research also yielded the facts that family issues; personal issues outside of work; work-related (skills and knowledge) issues; work-related (people related) issues; financial issues; and opportunity for a better job, promotion, or educational opportunity also contributed to frequent employee turnover (Peters, 1987).

✓ Calvert (1968) offers the following suggestions as incentives for retaining minority employees: (1) offering challenging work; (2) providing a feeling of success on the job; and (3) showing a personal interest in their current work and future progress.

Calvert (1972) also states that for a great part of their lives, "Blacks have been forced to sit back while White [sic] people make key decisions" (p. 66). He suggests that minority group representation should be built into the many committees which help establish policy or operating procedure. He also says that another key way to retaining minority employees is to better understand their point of view and their problems. Further, he suggests that one of the ways in which this can be accomplished is by reading books that are read by "concerned" Blacks. ✓

The essence of Calvert's (1972) philosophy about the retention of Black employees (or any employee) can be summed up in these lines: "The real key to the retention of any employee is his feeling that the organization

appreciates what he is doing and provides the opportunity for future promotions. These facts must not only exist--the employees must think that they do" (p. 187).

Research in personnel literature on retention looks at many different methods in trying to decrease turnover. One of the most innovative methods is the idea of job sharing (Lawson, 1989). Until recently, job sharing was only found in the clerical and technical areas; but now that the baby boom has ended and birth rates have declined, some companies are looking at job sharing as a way to retain highly valued and motivated employees. Usually, the two people involved share one-half of the salary and one-half of the benefits. This raises some concerns. Should the individuals share equally in taking the responsibility when something goes wrong? Should successes be shared? Should promotions be shared? What would happen if one of the job sharers wanted to go back to work full-time? These are some of the issues that should be addressed before job sharing is instituted.

#### Retention of Higher Education Students

Several research studies in higher education indicate that the most cited reason for lack of persistence among higher education students was financial difficulty. Other reasons cited were the need to get a job, personal commitments, or problems (Axtel & Coad, 1979). Further

research cited bad health or personal problems as the most important reasons for school withdrawal. Other studies identify such factors as family socioeconomic status, motivation, degree aspirations, personal values, self-concept, and environmental characteristics as reasons for students withdrawing from school. When the research looks specifically at Black students, alienation and group identification are most often cited. Centra (1980) and Smith (1981) also identified loneliness.

Marquand (1988) reports that while nationally only 38 percent of prospective Black engineers get their college degrees, 60 percent at Rensselaer Polytechnic Institute in Troy, New York, graduated. The program at Rensselaer Polytechnic Institute includes "a rigorous mix of tutoring, study groups, meetings with senior faculty, and participation in campus life" (p. 1).

Richardson (1989) points to several methods for the retention of minority students. These include: (1) early intervention in the public schools to strengthen preparation and improve students' educational planning; (2) summer "bridge" programs to accustom minority students to college-level coursework and the campus atmosphere before they begin college; (3) special orientation programs and help with choice of courses and registration; (4) tailored financial-aid programs, including policies that recognize students, may not be able to contribute as much in summer

earnings to aid their packages if they participate in bridge programs; (5) strong academic-assessment programs, coupled with courses designed to offset gaps in preparation; (6) adequate tutoring services, learning laboratories, and organized "mentoring" programs; (7) intrusive academic advising to guide selection of courses and to intervene before small problems become major; and (8) career guidance to translate nonspecific educational goals into programs of study where coursework and desired outcomes are clearly linked.

✓ Turner (1980) agrees with Richardson in all of the suggestions that he makes, but he also adds that "students themselves can increase their retention rates through strong peer relationships and the development of an informal network of associations to [sic] help strengthen relations among minority students by providing the personal and academic assistance, which is sometimes lacking or underused in the formal structure of the institution" (p. 210). ✓

Another view is presented by Anderson (1978), who states it is extremely important that the programs receive the endorsement and the support of the institution.

Mingle (1981), Thomas (1981), and Bromery (1981) cite the availability of financial resources and the ability of the institution to overcome the skill deficiencies that some minorities bring to the institution. Thomas (1981)



also mentions the impact of family background as part of the problem that the college student faces. Smith (1981), speaking about law school students, says that in order to retain minority students, Black law faculty should serve as counselors, role models, and sources of support. Bromery (1981), describing the Minority Engineering Program at the University of Massachusetts Amherst, says that minority students need financial assistance as well as academic support services. The academic support system includes a tutorial remedial component and a peer counseling component. This support system is coupled with ongoing career counseling and a summer "bridge" program to acclimate the students to the University. Bromery also mentions the use of adequate role models which would allow for one-to-one interaction between faculty and student.

Carey, Singh, and Pellingier (1981) mention financial aid, low self-concept, and a lack of adequate individual and group-centered support systems in the college environment. Thomas (1981) says that greater utilization of two-year colleges would not only increase the quality of college-bound minorities, but also lower the need for remediation. Brown (1981) indicates that the federal and state governments should take a more active role in helping higher education institutions by making special governmental aid and incentives available. Abel (1978),

in a study conducted at Carnegie-Mellon University, said that "minority students usually fail for the following reasons: poor social/psychological adjustment; poor academic preparation; preoccupation with financial affairs; lack of study skills, including failure to use institutional facilities and resources" (p. 5).

In an unpublished dissertation on retention services provided for minority students, Trujillo (1980) says that "such support services as academic, personal, and career counseling do have a positive effect on student retention, but the problem exists of how to motivate students to avail themselves of such services" (p. 145). The urban Community Colleges Commission reported that "nationally three major factors have been traditionally associated with dropping out from school: lack of financial resources, academic preparation, and sociocultural adjustment" (American Association of Community and Junior Colleges, 1988, p. 16). In a technical assistance handbook issued by the Office of Civil Rights (1984), an effective retention program is described. According to the authors, the program should include "continuity between recruitment and enrollment, as well as a supportive environment" (p. 58). It should also include the following elements:

- Orientation activities involving departmental chairpersons and faculty

- A minority graduate student monitoring and tracking system
- Utilization of minority administration and faculty as resources
- Financial support opportunities
- Internship, faculty assistantship, and research assistantship opportunities making possible the development of mentoring relationships
- Faculty advisor system
- Content-based tutorials
- Skills workshop (e.g., on test taking and campus survival)
- Minority and integrated study groups
- Buddy system
- Opportunities and encouragement to become involved in campus activities
- A summary program of pre-enrollment and orientation activities which may be residential or nonresidential, depending on funding and the geographic scope of the recruitment efforts
- Off-campus networks for student referrals (e.g., churches, social organizations, professional groups, banks, businesses, and community groups)
- Personal counseling (individual and family)
- Career counseling
- Faculty/staff sensitivity (pp. 58-59)

Other research points to an earlier start to the problem of retention. Carmody (1988), writing for the New York Times, says that financial problems were definitely

a factor in the dropout rate, but also the lack of academic preparation was a factor in the retention rate. As a result, some colleges have opted to start working with high schools and even junior high schools to help them prepare potential college students. Several of these programs provide tutors and sometimes provide summer academic enrichment programs. In this same article, one educator, Cesar Trimble (1988), advocates an even earlier intervention, as early as the fourth grade. Brown and Stent (1977) also offer academic unpreparedness as a reason for not completing college, while Harper (1975) looks at not only the financial and academic problems, but also at the social adjustments that the student needs to make in order to be successful in college. The Office of Civil Rights (1984) mentions the social adjustment as well in its Technical Assistance Handbook. The supportive services should not just include academic remediation but also some type of support to help undergraduates acclimate themselves to a sometimes hostile environment on predominantly White campuses. Gamson (1978) mentions such services as medical and dental, as well as cultural programs.

Stikes (1984), in studying Black students, says that "the most important factors influencing retention of students are their involvement and their grades." He goes on to say that if ways can be found to involve students in the "life" of the institution, it would increase the



likelihood of their staying in college and ultimately graduating (p. 117)

Another researcher, Astin (1986), speaks about "stopping out". This is the practice of attending college and then dropping out. According to Austin, it is a rationalization for educators: "It is easier to believe that students are taking time to 'find themselves' than it is to confront the limitations of institutional programs and policies" (p. 260). In 1975, Astin made a number of practical solutions to reduce attrition. Most of these solutions center on the idea of student involvement. (These variables include living on campus rather than commuting, working on campus, participating in extra-curricular activities, and improving academic performance through counseling, honors programs, research, and other special academic programs.) This study suggests that if the effort is put forth to increase the amount of student involvement, it "will not only enhance the student's ability but will also intensify the impact of the undergraduate experience on the student's personality, behavior, career progress, and satisfaction" (p. 47).

#### Minority Higher Education Faculty

The importance of positive minority role models for both Black and White students has previously been mentioned in this chapter. (It benefits not only the minority

student who sees that it is possible to achieve a certain status in life, but also the nonminority student who sees that minorities are capable of achievement.) In researching the area of retention of minority students, it was quite clear that role modeling was important. In the late 1960s and early 1970s, Black faculty were recruited in large numbers in order to comply with Federal requirements for affirmative action. The recruitment of Black faculty was also in response to the demands of student groups. However, there was often a high turnover in these positions. Blacks were sometimes appointed to positions where they could exercise little power in the decision making. It was also noted that the faculty hiring committee expected the new minority faculty member to take a leadership role in minority student affairs even if this was not their desire (Gamson & Arce, 1978). Peterson (1978) also mentions the fact that "second and third echelon 'assistant to' positions were created" (p. 215).

The retention of students is tied closely to their relationship to minority faculty members and, conversely, the number of minority faculty members is tied to the number of minority students (Astin, 1986; Peterson, 1978; Stikes, 1984). Stikes (1984) also mentions the fact that since Black students seem to be much more preoccupied with, and aware of, racial issues than are Whites, it is extremely important to them that they find a Black faculty

member with whom they can confide and who can provide a link between them, the White faculty, and the Administration. "Because the fundamental differences between Blacks and Whites in society and on the college campuses are cultural differences, racial discrimination, and racial consciousness, Black students need someone to share their racially-related concerns" (p. 135).

Besides helping to retain minority students, there are two other important considerations. One is that minorities are severely underrepresented not only in four-year colleges but in community colleges, as well. The other is the idea that "there is a gradual decrease in the number and the percentage of minority faculty who are entering or remaining in the educational profession at all levels" (American Association of Community and Junior Colleges, 1988, p. 22). The question is, "Why is the percentage so low?" The report, Minorities in Urban Community Colleges, suggests that "the low salaries, low prestige associated with teaching positions, increasingly stressful working environments, and societal changes that have broadened the professional and economic horizons for all potential teachers" (American Association of Community and Junior Colleges, 1988, p. 22) have made the teaching career a less attractive career than in the past. The findings of a study conducted in Arizona, which looked at

issues impacting Chicanos in higher education, concluded that high attrition was linked with:

- An underrepresentation of minority faculty and staff;
- A dearth of underevaluation of theoretical and applied research projects by minority staff relating to the status and success of minority students;
- Trends toward either extremely "casual" or extremely "liberal" interpretation of federal and institutional affirmative action laws or plans, rather than systematic endeavors to adhere to the spirit and/or intent of such policies;
- A lack of recognition of the extensive demands placed on minority faculty members in terms of counseling and working with minority students;
- A lack of cohesive, well-thought-out plans for recruitment of new minority faculty and administrators;
- The massive use of visiting staff drawn from community pools of professionals in which minorities are also disproportionately underrepresented;
- An unrecognized need for internship programs to introduce minority faculty members to other opportunities in community college/higher education;
- A lack of programs that recognize achievement or contributions to institutions relating to minority issues and concerns. (American Association of Community and Junior Colleges, 1988, pp. 22-23)

Newman (1979) offers suggestions as to why there are so few minority faculty. The first reason he offers is that there are so few minority Ph.D.s graduated each year. Another reason why the growth in minority faculty is so



slow is because of what Newman and others have referred to as the "tenure hurdle"--the lack of opportunity for good jobs and salaries (p. 15).

Blackwell (1987) is concerned about the lack of commitment to affirmative action programs. Some colleges are truly committed to finding minority candidates, while others are using circumvention techniques, which Blackwell describes as "strategies for the subversion of affirmative action" (p. A-31). He goes on to describe these strategies. Some colleges make sure that there are ambiguities in the job description so that if minority applicants apply, there are sudden shifts in the specialization required. Others conduct searches where they cannot find any qualified minority applicants. Still others find reasons to exclude minority faculty members who are able to "make arguments without fear or reprisals" (p. A-31).

Austin (1982), reporting on the recommendations of the Commission on the Higher Education of Minorities, says that colleges should try to hire more minority faculty, administrators, and student services personnel and also promote and tenure them. Just as the support of the top administrators is necessary in the retention of minority students (Anderson, 1978), it is also necessary in the recruiting, hiring, promoting, and tenuring of minority faculty. According to Austin (1982), "the administration establishes the campus atmosphere or 'tone'" (p. 204). It

is also necessary that colleges make strong efforts to insure that minority faculty, administrators, and student personnel workers are represented in all types of positions at all levels in the institution. Similarly to Gamson and Arce (1978), Astin (1982) criticizes the idea of hiring minorities for short-term, non-tenure-track jobs that are "supported by 'soft' funds from outside of the university" (p. 204). As a result, these employees have few opportunities to influence institutional policies and practices. They also have little opportunity for advancement. ✓ Finally, it was suggested that universities revise their hiring and promotion policies to recognize and reward those minority faculty members who not only teach but also serve as advisors/counselors to minority students. It seems as if they are penalized. With all of their other responsibilities, they may not have time for scholarly research as do their majority counterparts. Another suggestion may be that state governments support the idea of administrative internship programs in order to increase the pool of minority applicants. ✓

Bornheimer, Burns, and Dumke (1973), in writing about ways to retain all faculty, comment that one of the reasons faculty are retained is that, although at one time people went into teaching "for compensations other than money" (p. 164), salaries have increased proportionately over the years. There is still a viable strain

of idealism among faculty members, and the salaries cannot compete with other professions; however, there are some compensations. These include such items as being able to make one's own schedule, and having summers and holidays off so that one is able to do some consulting, other professional work, or just refreshing oneself in one's subject. Another factor is the idea of tenure. Once tenured, the faculty member has a lifelong appointment whether or not he or she produces. It is a credit to the profession that very few people take excessive advantage of the situation.

Bornheimer, Burns, and Dumke (1973) also mention that fringe benefits play a part in the retention of faculty. By fringe benefits, they refer not only to hospitalization and retirement, but also travel funds, manuscript typing, tuition waivers for family members, and sabbatical leaves. They indicate that these are not very costly to the institution, and usually provide as much satisfaction to faculty members as salary increases. In other words, they are an "inexpensive way to buy high morale" (p. 165). Private institutions have done this for years, but public institutions "find it much more difficult to have adequate fringe benefits programs because of the possibility of political capital being made from miniscule savings" (p. 165).

Another factor which may determine whether or not a faculty member remains with an institution is the

flexibility of the teaching load. This would allow those faculty members who wish to concentrate on teaching to do so, while those who wish to spend more time on research would be given a lighter class load.

✓ Even more than fringe benefits, salary, and adequate secretarial staff, if the faculty members feel that the Administration is "understanding, approachable, and willing to discuss certain professional problems, and the atmosphere of the institution is permissive," they will overlook certain shortcomings. If the Administration has established a set of rules and procedures which "guarantees fairness in the treatment of professional problems, grievances, appeals, retentions, promotions, and severance," this will attract and retain more faculty in the profession and in an institution (Bornheimer, Burns, & Dumke, 1973, p. 166). ✓

✓ Finally, Bornheimer, Burns, and Dumke (1973) examine what they feel is the most important of all factors that will bind faculty to an institution--the professional climate. They say that "if the reputation of an institution is one which attracts and holds scholars, which encourages them to development professionally, which stimulates and encourages gifted teaching, which attracts and holds able students, then this climate of professionalism is in existence" (p. 167). If this feeling of professionalism is in place, then (more than salary)



it will induce faculty to remain with a particular institution.

In a report, entitled Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education, released by the New England Board of Education (Rosa, 1989), several recommendations regarding retaining minorities were made to university and college presidents, faculty, staff, students, and boards of trustees. Besides the usual concept of actively seeking and recruiting minority faculty and students, the Task Force recommended that all faculty and all entering students attend sensitivity workshops and participate in courses on "Cultural Diversity". The final recommendation dealt with the idea of each university providing more fellowships for minorities. In this way, they would begin "to 'grow' their own faculty; that is, draw in promising graduate students, coach them, then hire them as junior faculty after they have earned their degrees" (p. 29).

### Conclusion

In conclusion, this review has surfaced a wide array of strategies that can be utilized to establish a successful program to recruit and retain minority teachers in the public schools. A summary of frequently mentioned strategies, stated as recommendations, includes:

### Recruitment

- Begin at an early age, preferably at middle school or junior high school age. Future Teachers Clubs, as well as Teacher Cadet Programs, may be effective at this age.
- Establish partnerships with schools to create goodwill with schools, students, and parents, and to tap the paraprofessionals.
- Assist students in academic counseling, thus insuring more college-ready high school graduates. By including campus visits as part of club activities, the university becomes a less threatening place.
- Assist and coach students on standardized tests.
- Look at the non-traditional student, the second career person, the community college graduate, paraprofessionals, and past academically-qualified students (who elected not to attend college) for new teacher recruits.
- Provide good financial aid packages for minority students.
- Reactivate the Teacher Corps and the Career Opportunities Program models of the late 1960s and 1970s.

- Improve the working conditions of teachers.
- Provide job guarantees and security for recruits.
- Utilize Black social organizations and churches as a source of recruits.

#### Retention

- Improve salary levels.
- Establish a formal program of support for first-year teachers.
- Maintain a continuing program of support for all teachers.
- Provide teachers with more control over decisions and opportunities for advancement without leaving the classroom.
- Recognize teachers for their achievement.
- Orient new teachers to the community.

There are some similarities between corporations and schools. One problem is that educators are reluctant to look at schools as businesses with the education of young children being the end product. Perhaps educators are reluctant to look upon schools as businesses because they are afraid that they will become dehumanized; and perhaps they are correct. However, educators can "borrow" some of the ideas of business. We can begin by realizing that teachers, like businessmen, do not work for nothing. They should be paid at the same level as their corporate

brothers/sisters, comparable to their degrees and levels of education. There should be opportunities for advancement within the teaching ranks--without leaving the classroom. (At present, the only way to advance, salary-wise and prestige, is to become an administrator and leave the classroom.) The working environment should be as safe as possible. In business, workers are paid more for hazardous duty (cf., High Priority Schools). In business, it is important that the work be challenging and that there not be too much repetitiveness. In most schools, teachers have no control over what is taught or even when it is taught. Educators are a group controlled by curriculum and bells. The only advantage that teachers seem to enjoy is job security, but even that has been eroded with the advent of cost-cutting measures (such as Massachusetts Proposition 2½) by state governments. One final area we should look at is the idea of job sharing, which this researcher feels can work very well in an educational setting. Individual contracts with each sharer could alleviate most problems.

If educators look at higher education students, they find that there is not much they can "borrow" that relates to retaining teachers. One point was evident and that is the supportive atmosphere necessary to retain students is needed to retain teachers. Teachers must feel that they



have the cooperation of all involved so they will derive satisfaction from their jobs.

Higher education faculty and teachers have more in common. Higher education faculty do not like to be saddled with nonprofessional work (e.g., cleaning laboratories and doing paperwork). Teachers feel the same way. Most teachers express dissatisfaction at the amount of noninstructional time spent at menial tasks (e.g., supervising study halls, hall patrol, etc.). Higher education faculty dislike being put in positions of powerlessness, similarly to classroom teachers. Higher education faculty would like time for research and publication. Classroom teachers would like the opportunity for training or advanced degrees. Classroom teachers do not wish to become advisors to Black organizations, just because they are Black; and Black higher education faculty feel the same way.

## C H A P T E R    I I I

### METHODOLOGY AND RESEARCH DESIGN

This chapter presents the research procedures used in conducting this study. It discusses the site of the study, the target population, the instruments used for data collection, the procedure used for field testing the instruments, and the analysis of the data.

#### Site of the Study

The study was conducted using African American teachers presently and recently (within the past five years) employed by the City of Springfield (Massachusetts) Public School System. Springfield is located in the western part of Massachusetts. It is the largest city in Western Massachusetts and is known as the "City of Homes". The economy is primarily manufacturing, banking, insurance, and service industries. Based on the 1990 Census, there are approximately 156,983 residents in this city (Graham, 1995). Of this number, there are approximately 25,000 school-age children (Springfield Public Schools, 1994). The racial makeup of the students (Springfield Public Schools, 1994) is as follows:

- White (33 percent)
- Black (29 percent)

- Hispanic (36 percent)
- Asian (2 percent)

### Target Population of the Study

In Chapters I and II, the importance of role models for all students was discussed at length. These chapters also noted that the world was becoming Black and Brown and that "by the year 2000, one out of three Americans would be a member of a racial minority" (Carnegie Forum on Education and the Economy, 1986). A report in the Springfield Union News (15 October 1992) acknowledges the need for more minority recruitment and more promotion of minorities in Springfield in order to combat racism and to serve as role models for all students. According to the article, "Minorities make up 65 percent of the student population but only 17 percent of the teachers and counselors" (O'Shea, 1992).

The racial makeup of the teachers and administrators in the Springfield Public School System (Springfield Public Schools, 1994) is as follows:

- White (82 percent)
- Black (7.8 percent)
- Hispanic (10.2 percent)

### The Study

This study was designed to investigate how a specific urban school system deals with the problem (as stated in the "Statement of the Problem" section of Chapter I) of recruiting and retaining African American teachers. In this investigation, current and recent initiatives in recruitment and retention were also examined.

Specifically, as this school system was examined, the study sought answers to the following questions:

- (1) How clear and comprehensive is the plan of the public schools of Springfield (Massachusetts) for recruiting African American teachers?
- (2) What are the strategies in place to encourage the retention of minority teachers in the City of Springfield (Massachusetts) public schools?
- (3) What is the effect of these policies and practices in achieving recruitment and retention of minorities in Springfield (Massachusetts)?

To gather information related to these three questions, the researcher will use seven sources of information and four processes as summarized in Table 1.



Table 1  
Data Sources and Processes

Data Sources	Processes			
	Personal Observation	Document Review	Questionnaire	Individual Interviews      Group Interview
School Committee Policies		X		
Administrative Policies		X		X
Administrative Practices	X		X	X
Demographic Statistics		X		
Central Office Administrators				X
Current Black Teachers			X	X
Former Black Teachers			X	X

## Questionnaire

A survey instrument was utilized to gather the information needed to respond to the three research questions which guide the present study.

The initial step of the formulation of the questionnaire used involved a review of the problem, purpose of the study with its research questions, and questionnaires which have been used in previous studies. It was determined that the Likert Rating Scale met the criteria established for the study and was thus chosen.

The teacher questionnaire was composed of three parts. The first part was designed to provide demographic data, such as age, sex, academic preparation, and other information relevant to the study. Part II was designed in a Likert-style scale form to provide information on recruitment and retention. The scale consisted of five possible responses: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree. Part III consisted of open-ended questions designed to provide teachers with the opportunity to make additional comments about their recruitment, why they may have stayed in the school system, and possible recommendations for future recruitment and retention efforts.

An introductory letter accompanied the survey (see Appendix B). The survey was administered to two groups of teachers: (1) Black teachers who are presently

employed in the Springfield Public School System (N = 86) [see Appendix C], and (2) Black teachers who have left the Springfield Public School System between 1989-1994 (N = 6) [see Appendix D].

### Interviews

The interviews were designed for data collection from the Personnel Department, Affirmative Action Officer, and the Superintendent of Schools in the Springfield Public School System. The interviews were designed to provide information to illustrate the level of satisfaction of these three departments with regard to the recruitment and the retention of Black teachers in the Springfield Public Schools. They were also designed to see what policies exist and to see the degree to which they guide action. In addition, the interviews were designed to provide information concerning major problems in the recruitment and the retention of Black teachers and to provide possible recommendations for future improvement in the strategies presently being employed by the school system.

An open-ended interview approach was used to gather data about the recruitment process as well as any retention strategies (see Appendix E). In this type of interview:

- (1) The interviewer initiates questions.
- (2) The respondents answer from their educational and personal background.
- (3) The interviewer's position is not to solve problems but to understand the perceptions and feelings of the respondent.
- (4) The interviewer tries not to anticipate or interpret answers but may clarify any question that the respondent is confused about. (Lyons, 1983)

The interviews were held with the permission of and at the convenience of the Central Office administrators. Before the actual interview began, the researcher asked permission to audiotape the interview session for the researcher's use in recording/recalling information (see Appendix F).

#### Personal Observation

As a graduate of the Springfield Public School System, a parent of a child who has just graduated from the Springfield Public School System, and a member of the Springfield Public School System (who has served as teacher, counselor, assistant principal, and principal) for over twenty-two years, this researcher has observed the recruitment and the retention processes at work. It may be important to utilize these experiences as they relate to the research questions.



### Document Review

The researcher looked at three categories of documents over the past five years (1989-1994). The first category included any documents relating to affirmative action--in particular, those documents relating to recruitment and retention (any documents relating to the hiring or the firing of African American teachers and also documents relating to the tenuring or the non-tenuring of African American teachers). The second category that the researcher reviewed was any superintendent and/or school committee memoranda relating to recruitment and retention over the past five years (1989-1994). The final category included any demographic statistics over the past five years (1989-1994), such as October 1 Reports or other State forms.

### Instrument Field Testing

Before implementation of the actual Teacher Questionnaire, the instrument was tested with ten teachers who would not be participants in the study but would be a representation of the population to be studied. These selected teachers were asked to write the time that they started the questionnaire and the time that they finished the questionnaire. This information provided the researcher with the capability to compute the average time

needed to complete the questionnaire. Teachers were asked to read the instructions and to make comments and suggestions, both orally and in written form, as to how the instructions and survey items could be revised to make them clearer and more effective.

Changes and revisions were made according to the results of this testing and a corrected version of the instrument was used for the study.

#### Data Collection Procedure

The researcher informally approached the Superintendent of the Springfield Public Schools concerning her interest in conducting the research study with the African American teachers in the school system. A formal written request followed (see Appendix A). Upon receiving written approval from the Superintendent to conduct the study (see Appendix A), the researcher met with the Supervisor of Personnel for the Springfield Public Schools, who was able to provide a list of 167 African American teachers and administrators. The surveys were sent to all of the subjects on the list, and 92 responses were received by the established deadline date. The researcher next arranged to interview and audiotape the selected Central Office personnel of the Springfield Public Schools.

### Data Analysis

The use of the Likert Rating Scale allowed for the assessment of the teachers' perceptions and expectations of the recruitment and retention strategies.

The scales on both questionnaires were numbered "1" to "5" (with "1" representing the extreme positive end and "5" representing the extreme negative end).

The open-ended section and interviews were analyzed individually in a descriptive form. They were grouped according to commonalities found by the researcher. They were also grouped according to frequency.

### Statistical Procedures

The data collected for the study were subject to quantitative and qualitative analyses based on the following analytical procedures.

Quantitative Analysis. The analysis of the quantitative data was achieved by coding the multiple-choice items of the questionnaire numerically and then transcribing them to a mainframe computer system for statistical treatment. The latest release of the Statistical Package for the Social Sciences (Norman, Nie, & Associates, 1994) was utilized in adapting a computer program for tabulation and analysis of the data.

The dependent variables involved in the data analysis included the perceptions of African American teachers in

the Springfield Public School System about the importance of a variety of factors influencing their recruitment and retention. The independent variables included certain personal and professional characteristics of the survey participants such as gender, age, years of employment with the system, and academic preparation.

Certain descriptive and inferential statistical measures were employed to analyze the data collected for the study. The descriptive analysis of the data was achieved by providing a profile of the survey participants through the use of frequency distribution of the responses to the appropriate items of the questionnaire. The inferential analysis of the data was accomplished by testing and creating the null hypotheses derived from the research questions through the use of appropriate statistical procedures.

The first process employed used the Chi-Square test of proportional frequencies to determine the extent to which African American teachers perceived certain factors influence the recruitment and retention policies in the Springfield Public School System. This test is commonly used to compare the frequency of the responses provided to the nominal or categorical variables by different groups. The second process employed used the t-test for independent groups to determine whether there are significant differences between male and female subjects when comparing



the perceptions about certain factors influencing their recruitment and retention. This test is normally used to determine whether or not the difference between two independent means is statistically significant. The third process employed was the Pearson Product-Moment Correlation technique to determine the degree to which age, years of employment with the system, and academic preparation of African American teachers are correlated with their perceptions of recruitment and retention policies in the Springfield Public School System. This test is frequently used to determine the extent of relationship between pairs of dependent variables.

Before testing each null hypothesis, it was necessary to select a level of significance as a risk of error in interpretation and generalization of the statistical results. To test null hypotheses, statisticians commonly recommend using 0.05, 0.01, or 0.001 levels of significance depending upon the nature of each study. With regard to the nature of this study and in accordance with the majority of studies seeking human perceptions, the 0.05 level of significance was adopted for determining acceptance or rejection of the null hypotheses involved in this study.

Qualitative Analysis. The qualitative analysis of the data was achieved by interpretation of the responses provided to the open-ended items of the questionnaire by the

participating African American teachers as well as the result of interviews with selected Central Office administrators in the Springfield Public School System, including the Superintendent of Schools, Personnel Director, Supervisor of Personnel, and Equal Employment Opportunity Administrator.

## C H A P T E R    I V

### DATA PRESENTATION AND ANALYSIS

The focus of this chapter is to present the findings through the use of quantitative and qualitative analyses of the data collected for this study. The first section of the chapter presents the quantitative analysis of the data that is based on the selected descriptive and inferential statistics appropriate for: (a) providing a profile of the African American teachers who participated in the study; (b) examining the research questions involved in the study; and (c) testing the null hypotheses derived from the research questions.

The second section of this chapter presents the qualitative analysis of the data that is based on the: (a) interpretation of the responses provided by the survey participants to the open-ended items of the questionnaire; and (b) examination of the responses provided by the selected Central Office administrators in the Springfield (Massachusetts) Public School System through the researcher's interviews.

In addition, a summary of the significant findings is presented at the end of the chapter.

### Quantitative Analysis of the Data

The first section of this chapter presents the quantitative analysis of the data through the use of appropriate descriptive and inferential statistics. The descriptive analysis of the data is achieved by examining frequency distribution of the responses to the individual items of the questionnaire in order to provide a personal and professional profile of the survey participants as well as their perceptions of the factors influencing the recruitment and retention of African American teachers in the Springfield (Massachusetts) Public School System. The inferential analysis of the data is accomplished by testing the null hypotheses derived from the research questions through the use of Chi-Square, t-test, and Pearson Correlation techniques at the 0.05 level of significance.

### Descriptive Analysis of the Data

Part I of the survey presents a personal profile of the survey participants based on selected demographic factors including sex, age, marital status, and number of children. The findings are summarized in Table 2.

Sex: Of the total 92 Black teachers who participated in this study, 67 (or 72.8%) were female, and only 25 (or 27.2%) were male.

Age: Distribution of the survey participants according to age was as follows: only 9 (or 9.8%) were 29 years



Table 2

A Personal Profile of the  
Survey Participants

Personal Profile of the Survey Participants		Number	Percentage
Sex:	Female	67	72.8
	Male	25	27.2
Age group:	29 years or younger	9	9.8
	30 - 39 years old	18	19.6
	40 - 49 years old	51	55.4
	50 years or older	14	15.2
Marital status:	Married	62	67.4
	Single	20	21.7
	Divorced	7	7.6
	Separated	3	3.3
Number of children:	No children	23	25.0
	One child	18	19.6
	Two children	29	31.5
	Three children	14	15.2
	Four or more children	8	8.7

or younger; 18 (or 19.6%) were between 30-39 years of age; 51 (or 55.4%) ranged between 40-49 years of age; and the remaining 14 (or 15.2%) were 50 years or older.

Marital Status: Married participants represented a majority of 62 (or 67.4%) teachers, while only 20 (or 21.7%) teachers were single, 7 (or 7.6%) were divorced, and the remaining 3 (or 3.3%) were separated.

Number of Children: From among the 92 Black teachers who participated in this survey, 8 (or 8.7%) reported to have four or more children; 14 (or 15.2%) reported to have three children; 29 (or 31.5%) indicated having two children; 18 (or 19.6%) reported having one child; and the remaining 23 (or 25.0%) did not have any children.

In addition, Part I of the survey also presents a professional profile of the survey participants according to selected factors including academic preparation, years of employment, teaching level, subject matter, affiliation with the School System, and future plan to maintain or leave teaching. A summary of the findings is presented in Table 3.

Academic Preparation: Distribution of the survey participants according to the highest degree held was as follows: 3 (or 3.3%) held a doctorate; 26 (or 28.2%) held a Master's Degree with at least an additional 30 semester hours of post-graduate study; 37 (or 40.2%) held a

Table 3

A Professional Profile of the  
Survey Participants

Professional Profile of the Survey Participants		Number	Percentage
Academic preparation:	Associate's degree	2	2.2
	Bachelor's degree	24	26.1
	Master's degree	37	40.2
	Master's degree + 30	26	28.2
	Doctorate	3	3.3
Years of employment:	Less than 10 years	47	51.1
	10 - 19 years	16	17.4
	20 years or longer	29	31.5
Teaching level:	Kindergarten	4	4.3
	Elementary school	33	35.9
	High school	39	42.4
	Special education & other	16	17.4
Teaching subject:	Mathematics	7	7.6
	Science	7	7.6
	Social studies	6	4.3
	Business and Economics	6	6.5
	Health & physical education	5	5.4
	English	4	6.5
	Arts and music	2	2.2
	Other subjects	6	6.5
	Other teaching levels	49	53.3
Member of school system:	Currently a member	86	93.5
	No membership	6	6.5
Planning to leave teaching:	Within the next five years	15	16.3
	Not in the next five years	68	73.9
	Not sure at the time	9	9.8



Master's Degree; 24 (or 26.1%) held a Bachelor's Degree; and only 2 (or 2.2%) held an Associate's Degree.

Years of Employment: Years of employment with the Springfield Public School System ranged from 1 to 42 with an average of 20.5. Of the total 92 Black teachers who participated in this survey, 29 (or 31.5%) reported to have 20 or more years of experience with the School System; 16 (or 17.5%) had 10 to 19 years of experience; and the remaining 47 (or 51.1%) reported to have less than 10 years of experience with the School System.

Teaching Level: High school teachers represented 39 (or 42.4%) of the survey participants; elementary school teachers represented 33 (or 35.9%) of the survey participants; teachers at the kindergarten level were only 4 (or 4.3%); the remaining 16 (or 17.4%) were either special education teachers or involved in other teaching assignments such as middle school, bilingual, preschool, and alternative programs.

Subject Matter: Representation of the high school and special education teachers based on the subject matter they were teaching was as follows: 7 (or 7.6%) science; 7 (or 7.6%) mathematics; 6 (or 6.5%) social studies; 6 (or 6.5%) business and economics; 5 (or 5.4%) health and physical education; 4 (or 4.3%) English; 2 (or 2.2%) arts and music; and the remaining 6 (or 6.5%) were involved in teaching other subject matters including



Spanish, African-American history, study skills, computer programming, substance abuse prevention, and special needs.

Affiliation with the School System: Of the total 92 teachers who participated in this survey, 6 (or 6.5%) were no longer with the Springfield Public School System.

Plan to Maintain or Leave Teaching: From among the 92 survey participants, 68 (or 73.9%) did not plan to leave teaching for at least the next five years; 15 (or 16.3%) were planning to leave teaching within the next five years; and the remaining 9 (or 9.8%) were not sure at the time.

Part II of the survey presents an analysis of the factors influencing the recruitment and retention of Black teachers in the Springfield Public School System based on the perceptions of the survey participants. Table 4 presents a summary of the findings.

### Inferential Analysis of the Data

In this section of the analysis of data, questions originating from the teacher questionnaire are examined by testing the null hypotheses derived from each reformulated question. The following format is adopted to provide an answer to each question: (a) restatement of the question; (b) statement of the null hypothesis derived

Table 4

Factors Influencing the Recruitment and the  
Retention of the Survey Participants

Perceptions of the Survey Participants	SA		A		U		D		SD	
	n	%	n	%	n	%	n	%	n	%
1. I was not Interested In teaching at an early age.	16	17.4	16	17.4	04	04.3	27	29.3	29	31.5
2. I became interested in becoming a teacher while in college.	11	12.0	22	23.9	04	04.3	22	23.9	33	35.9
3. I did not have another career before I became a teacher.	31	33.7	16	17.4	02	02.2	17	18.5	26	28.3
4. I became a teacher because of the salary.	01	01.1	01	01.1	02	02.2	27	29.3	61	66.3
5. I did not become a teacher because of the job security.	25	27.2	24	26.1	11	12.0	19	20.7	13	14.1
6. I became a teacher because of the summers off.	03	03.3	11	12.0	04	04.3	33	35.9	41	44.6
7. I did not become a teacher because I enjoy working with young people.	06	06.5	05	05.4	09	09.8	14	15.2	58	63.0
8. A significant Black population was one of the reasons why I came to Springfield.	03	03.3	10	10.9	09	09.8	26	28.3	44	47.8
9. Personal contact by the recruiter was not influential in my decision to become a teacher in Springfield.	31	33.7	20	21.7	04	04.3	15	16.3	22	23.9
10. As a teacher I am respected and supported by Springfield community.	09	09.8	27	29.3	27	29.3	21	22.8	08	08.7
11. The geographical location was not a factor in my decision to become a teacher in Springfield.	23	25.0	37	40.2	03	03.3	16	17.4	13	14.1
12. I feel that I had adequate training to be successful in my job.	36	39.1	41	44.6	04	04.3	05	05.4	06	06.5
13. My accomplishments are not recognized by the Springfield School System.	14	15.2	21	22.8	29	31.5	23	25.0	05	05.4
14. There was a formal program for the beginning teachers in Springfield.	04	04.3	07	07.6	13	14.1	30	32.6	38	41.3
15. A mentor was assigned to me when I first began teaching in Springfield.	04	04.3	09	09.8	05	05.4	21	22.8	53	57.6

Continued, next page

Table 4 (Continued)

Perceptions of the Survey Participants	SA		A		U		D		SD	
	n	%	n	%	n	%	n	%	n	%
16. Professional development is encouraged by the school system.	20	21.7	50	54.3	11	12.0	08	08.7	03	03.3
17. I have not had ample opportunity to develop leadership skills.	06	06.5	14	15.2	14	15.2	42	45.7	16	17.4
18. There is ample opportunity for advancement in the Springfield School System.	04	04.3	25	27.2	24	26.1	28	30.4	11	12.0
19. I am not compensated adequately for my work.	25	27.2	34	37.0	18	19.6	11	12.0	04	04.3
20. I feel that I am part of the decision making process in my school.	16	17.4	33	35.9	19	20.7	18	19.6	06	06.5
21. I feel that I do not have a proper impact on my students.	03	03.3	02	02.2	05	05.4	29	31.5	53	57.6
22. There is adequate discipline in my school.	11	12.0	37	40.2	21	22.8	17	18.5	06	06.5
23. Teachers are not supported by both the building and Central Office administrators.	04	04.3	20	21.7	28	30.4	34	37.0	06	06.5
24. I feel that I am respected and supported by my colleagues.	11	12.0	50	54.3	20	21.7	06	06.5	05	05.4
25. My ideas are not respected by the building and Central Office administrators.	04	04.3	09	09.8	24	26.1	42	45.7	13	14.1
26. I wanted to come to Springfield because it was a community that supported diversity.	04	04.3	10	10.9	26	28.3	31	33.7	21	22.8
27. The city of Springfield did not offer opportunities to other members of my family.	05	05.4	20	21.7	31	33.7	30	32.6	06	06.5
28. When I came to Springfield, I was already familiar with someone in the school system and/or community.	22	23.9	32	34.8	06	06.5	16	17.4	16	17.4
29. Churches were not a major factor in my decision to come to Springfield.	25	27.2	35	38.0	11	12.0	12	13.0	09	09.8
30. Special incentives existed in Springfield that made me want to come to this community.	02	02.2	12	13.0	14	15.2	27	29.3	37	40.2

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree



from the question; (c) testing the null hypothesis at the selected level of significance; (d) tabulation and presentation of the test results; and (e) interpretation of the significant findings.

Question 1: Is There a Significant Difference Between the Perceptions of African American Teachers with Regard to the Factors Influencing Their Recruitment and Retention in the Springfield Public School System?

This question was examined by testing the following null hypothesis through the use of the Chi-Square ( $\text{Chi}^2$ ) technique for proportional comparison.

Null Hypothesis 1: There is no significant difference between the perceptions of African American teachers with regard to the factors influencing their recruitment and retention in the Springfield Public School System.

Findings: As presented in Table 5, the resulting statistical test revealed significant differences between the proportion of the respondents who "agreed" or "disagreed" with the factors related to their recruitment and retention.

In the following items, the number of teachers who "agreed" outnumbered the number of teachers who "disagreed": (a) "I feel that I had adequate training to be successful in my job" ( $\text{Chi}^2 = 49.50$  and  $0.000 < 0.05$ ); (b) "Professional development is encouraged by the school system" ( $\text{Chi}^2 = 42.98$  and  $p = 0.000 < 0.05$ ); (c) "I feel



Table 5

A Comparison of the Number and Percentage  
of "Agree" and "Disagree" Responses  
to Each Item

Perceptions of the Survey Participants	Agree		Disagree		Test Results	
	Number	Percent	Number	Percent	Chi <sup>2</sup>	p
1. I was not interested in teaching at an early age.	32	36.4	56	63.6	06.55	0.011*
2. I became interested in becoming a teacher while in college.	33	37.5	55	62.5	05.50	0.019*
3. I did not have another career before I became a teacher.	47	52.2	43	47.8	00.18	0.673
4. I became a teacher because of the salary.	02	02.2	88	97.8	82.18	0.000*
5. I did not become a teacher because of the job security.	49	60.5	32	39.5	03.57	0.059
6. I became a teacher because of the summers off.	14	15.9	74	84.1	40.91	0.000*
7. I did not become a teacher because I enjoy working with young people.	11	13.3	72	86.7	44.83	0.000*
8. A significant Black population was one of the reasons why I came to Springfield.	13	15.7	70	84.3	39.15	0.000*
9. Personal contact by the recruiter was not influential in my decision to become a teacher in Springfield.	51	58.0	37	42.0	02.23	0.136
10. As a teacher I am respected and supported by Springfield community.	36	55.4	29	44.6	00.75	0.385
11. The geographical location was not a factor in my decision to become a teacher in Springfield.	60	67.4	29	32.6	10.80	0.001*
12. I feel that I had adequate training to be successful in my job.	77	87.5	11	12.5	49.50	0.000*
13. My accomplishments are not recognized by the Springfield School System.	35	55.6	28	44.4	00.78	0.378
14. There was a formal program for the beginning teachers in Springfield.	11	13.9	68	86.1	41.13	0.000*
15. A mentor was assigned to me when I first began teaching in Springfield.	13	14.9	74	85.1	42.77	0.000*

Continued, next page

Table 5 (Continued)

Perceptions of the Survey Participants	Agree		Disagree		Test Results	
	Number	Percent	Number	Percent	Chi <sup>2</sup>	p
16. Professional development is encouraged by the school system.	70	86.4	11	13.6	42.98	0.000*
17. I have not had ample opportunity to develop leadership skills.	20	25.6	58	74.7	18.51	0.000*
18. There is ample opportunity for advancement in the Springfield School System.	29	42.6	39	57.4	01.47	0.225
19. I am not compensated adequately for my work.	59	79.7	15	20.3	26.16	0.000*
20. I feel that I am part of the decision making process in my school.	49	67.1	24	32.9	08.56	0.003*
21. I feel that I do not have a proper impact on my students.	05	05.7	82	94.3	68.15	0.000*
22. There is adequate discipline in my school.	48	67.6	23	32.4	08.80	0.003*
23. Teachers are not supported by both the building and Central Office administrators.	24	37.5	40	62.5	04.01	0.046*
24. I feel that I am respected and supported by my colleagues.	61	84.7	11	15.3	34.72	0.000*
25. My ideas are not respected by the building and Central Office administrators.	13	19.1	55	80.9	25.94	0.000*
26. I wanted to come to Springfield because it was a community that supported diversity.	14	21.1	52	78.8	21.88	0.000*
27. The city of Springfield did not offer opportunities to other members of my family.	25	41.0	36	59.0	01.98	0.159
28. When I came to Springfield, I was already familiar with someone in the school system and/or community.	54	62.8	32	37.2	05.63	0.018*
29. Churches were not a major factor in my decision to come to Springfield.	60	74.1	21	25.9	18.78	0.000*
30. Special incentives existed in Springfield that made me want to come to this community.	14	17.9	64	82.1	32.05	0.000*

Note: An asterisk (\*) indicates a significant difference at 0.05 level with 1 degree of freedom (i.e.,  $p < 0.05$ ).

that I am respected and supported by my colleagues" ( $\chi^2 = 34.72$  and  $p = 0.000 < 0.05$ ); (d) "I am not compensated adequately for my work" ( $\chi^2 = 26.16$  and  $p = 0.000 < 0.05$ ); (d) "Churches were not a major factor in my decision to come to Springfield" ( $\chi^2 = 18.78$  and  $p = 0.000 < 0.05$ ); (f) "The geographical location was not a factor in my decision to become a teacher in Springfield" ( $\chi^2 = 10.80$  and  $p = 0.001 < 0.05$ ); (g) "There is adequate discipline in my school" ( $\chi^2 = 8.80$  and  $p = 0.003 < 0.05$ ); (h) "I feel that I am part of the decision-making process in my school" ( $\chi^2 = 8.56$  and  $p = 0.003 < 0.05$ ); and (i) "When I came to Springfield, I was already familiar with someone in the school system and/or community" ( $\chi^2 = 5.63$  and  $p = 0.018 < 0.05$ ).

In the following items, the number of teachers who "disagreed" outnumbered the number of teachers who "agreed": (a) "I became a teacher because of the salary" ( $\chi^2 = 82.18$  and  $p = 0.000 < 0.05$ ); (b) "I feel that I do not have a proper impact on my students" ( $\chi^2 = 68.15$  and  $p = 0.000 < 0.05$ ); (c) "I did not become a teacher because I enjoy working with young people" ( $\chi^2 = 44.83$  and  $p = 0.000 < 0.05$ ); (d) "A mentor was assigned to me when I first began teaching in Springfield" ( $\chi^2 = 42.77$  and  $p = 0.000 < 0.05$ ); (e) "There was a formal program for the beginning teachers in Springfield" ( $\chi^2 = 41.13$  and



$p = 0.000 < 0.05$ ); (f) "I became a teacher because of the summers off" ( $\text{Chi}^2 = 40.91$  and  $p = 0.000 < 0.05$ ); (g) "A significant Black population was one of the reasons why I came to Springfield" ( $\text{Chi}^2 = 39.15$  and  $p = 0.000 < 0.05$ ); (h) "Special incentives existed in Springfield that made me want to come to this community" ( $\text{Chi}^2 = 32.05$  and  $p = 0.000 < 0.05$ ); (i) "My ideas are not respected by the building and Central Office administrators" ( $\text{Chi}^2 = 25.94$  and  $p = 0.000 < 0.05$ ); (j) "I wanted to come to Springfield because it was a community that supported diversity" ( $\text{Chi}^2 = 21.88$  and  $p = 0.000 < 0.05$ ); (k) "I have not had ample opportunity to develop leadership skills" ( $\text{Chi}^2 = 18.51$  and  $p = 0.000 < 0.05$ ); (l) "I was not interested in teaching at an early age" ( $\text{Chi}^2 = 6.55$  and  $p = 0.011 < 0.05$ ); (m) "I became interested in becoming a teacher while in college" ( $\text{Chi}^2 = 5.50$  and  $p = 0.019 < 0.05$ ); and (n) "Teachers are not supported by both the building and Central Office administrators" ( $\text{Chi}^2 = 4.01$  and  $p = 0.046 < 0.05$ ).

Therefore, the null hypothesis was rejected for the above-mentioned factors and was accepted for the remaining factors. This indicates that from among the 30 factors involved, 23 were perceived to be influential in the recruitment and retention of the African American teachers in the Springfield Public School System.



Question 2: Is There a Significant Difference Between the Perceptions of Male and Female African American Teachers with Regard to the Factors Influencing Their Recruitment and Retention in the Springfield Public School System?

The following null hypothesis was derived from this question and then examined through the use of the t-test for independent means along with its test of significance.

Null Hypothesis 2: There is no significant difference between the perceptions of male and female African American teachers with regard to the factors associated with their recruitment and retention in the Springfield Public School System.

Findings: The resulting statistical test revealed no significant differences between the perceptions of male and female teachers with regard to the factors that influenced their recruitment and retention in the Springfield Public School System. Therefore, the null hypothesis was accepted indicating that gender was not a significant factor in the perception of teachers about factors influencing their recruitment and retention. Findings are included in Table 6.

Question 3: Is There a Significant Relationship Between Age and the Perceptions of African American Teachers with Regard to the Factors Influencing Their Recruitment and Retention in the Springfield Public School System?

This question was examined by testing the following null hypothesis through the use of the Pearson

Table 6

A Comparison of the Perceptions of Male and Female Participants Regarding Each Item

Perceptions of the Survey Participants	Male (n = 25)		Female (n = 67)		Test Results	
	MEAN	S.D.	MEAN	S.D.	t	p
1. I was not interested in teaching at an early age.	2.72	1.31	2.55	1.59	+0.47	0.639
2. I became interested in becoming a teacher while in college.	2.48	1.26	2.54	1.56	-0.16	0.870
3. I did not have another career before I became a teacher.	2.76	1.72	3.22	1.68	-1.17	0.244
4. I became a teacher because of the salary.	1.32	0.48	1.45	0.76	-0.96	0.341
5. I did not become a teacher because of the job security.	3.20	1.56	3.36	1.39	-0.47	0.639
6. I became a teacher because of the summers off.	1.84	1.03	1.97	1.17	-0.49	0.625
7. I did not become a teacher because I enjoy working with young people.	1.72	1.21	1.79	1.24	-0.25	0.806
8. A significant Black population was one of the reasons why I came to Springfield.	1.92	1.12	1.94	1.17	-0.08	0.940
9. Personal contact by the recruiter was not influential in my decision to become a teacher in Springfield.	3.44	1.64	3.18	1.63	+0.68	0.497
10. As a teacher I am respected and supported by Springfield community.	3.32	1.18	3.01	1.10	+1.22	0.227
11. The geographical location was not a factor in my decision to become a teacher in Springfield.	3.72	1.37	3.34	1.41	+1.15	0.257
12. I feel that I had adequate training to be successful in my job.	4.04	1.17	4.04	1.11	-0.02	0.986
13. My accomplishments are not recognized by the Springfield School System.	3.08	1.22	3.21	1.11	-0.48	0.630
14. There was a formal program for the beginning teachers in Springfield.	1.84	0.80	2.07	1.22	-1.07	0.288
15. A mentor was assigned to me when I first began teaching in Springfield.	1.92	1.22	1.76	1.17	+0.57	0.568

Continued, next page

Table 6 (Continued)

Perceptions of the Survey Participants	Male (n = 25)		Female (n = 67)		Test Results	
	MEAN	S.D.	MEAN	S.D.	t	p
16. Professional development is encouraged by the school system.	3.88	0.88	3.81	1.02	+0.32	0.749
17. I have not had ample opportunity to develop leadership skills.	2.20	1.08	2.58	1.16	-1.43	0.155
18. There is ample opportunity for advancement in the Springfield School System.	3.12	1.09	2.70	1.09	+1.64	0.104
19. I am not compensated adequately for my work.	3.52	1.26	3.78	1.07	-0.97	0.334
20. I feel that I am part of the decision making process in my school.	3.68	1.16	3.30	1.18	+1.10	0.276
21. I feel that I do not have a proper impact on my students.	1.60	0.91	1.63	0.95	-0.12	0.903
22. There is adequate discipline in my school.	3.36	1.00	3.31	1.16	+0.18	0.859
23. Teachers are not supported by both the building and Central Office administrators.	2.76	1.05	2.82	0.98	-0.26	0.796
24. I feel that I am respected and supported by my colleagues.	3.68	0.99	3.58	0.97	+0.43	0.670
25. My ideas are not respected by the building and Central Office administrators.	2.32	1.03	2.49	0.99	-0.74	0.464
26. I wanted to come to Springfield because it was a community that supported diversity.	2.52	1.12	2.36	1.08	+0.63	0.529
27. The city of Springfield did not offer opportunities to other members of my family.	2.76	1.01	2.91	1.01	-0.63	0.527
28. When I came to Springfield, I was already familiar with someone in the school system and/or community.	3.01	1.44	3.42	1.45	-1.23	0.221
29. Churches were not a major factor in my decision to come to Springfield.	3.56	1.42	3.61	1.24	-0.17	0.864
30. Special incentives existed in Springfield that made me want to come to this community.	2.24	1.17	2.01	1.12	+0.85	0.399

Note: The larger the t-value, the smaller the p-value.



Correlation technique along with its test of significance.

Null Hypothesis 3: There is no significant relationship between age and the perceptions of African American teachers with regard to the factors influencing their recruitment and retention in the Springfield Public School System.

Findings: Table 7 presents the resulting statistical test related to this hypothesis. Based on the test results, significant relationships were found between age and the perceptions of the teachers toward several factors they perceived had been influential in their recruitment and retention.

The following significant and positive relationships indicate the older the teachers were, the more they believed each factor had influenced their recruitment and retention: (a) "I did become a teacher because of the job security" ( $r = +0.240$  and  $p = 0.011 < 0.05$ ); (b) "There was a formal program for the beginning teachers in Springfield" ( $r = +0.209$  and  $p = 0.023 < 0.05$ ); (c) "Professional development is encouraged by the School System" ( $r = +0.189$  and  $p = 0.036 < 0.05$ ); (d) "I did not become a teacher because I enjoyed working with young people" ( $r = +0.181$  and  $p = 0.042 < 0.05$ ); and (e) "I feel that I am part of the decision-making process in my school" ( $r = +0.175$  and  $p = 0.047 < 0.05$ ).



Table 7

Relationships Between Age and Perceptions  
of the Survey Participants Regarding  
Each Item

Perceptions of the Survey Participants	r	p
1. I was not interested in teaching at an early age.	+0.090	0.197
2. I became interested in becoming a teacher while in college.	-0.140	0.092
3. I did not have another career before I became a teacher.	+0.054	0.305
4. I became a teacher because of the salary.	+0.012	0.453
5. I did not become a teacher because of the job security.	+0.240	0.011*
6. I became a teacher because of the summers off.	-0.050	0.318
7. I did not become a teacher because I enjoy working with young people.	+0.181	0.042*
8. A significant Black population was one of the reasons why I came to Springfield.	-0.296	0.002*
9. Personal contact by the recruiter did not affect me to become a teacher.	+0.129	0.112
10. As a teacher I am respected and supported by Springfield community.	-0.059	0.287
11. The geographical location was not a factor in my decision to become a teacher.	+0.160	0.064
12. I feel that I had adequate training to be successful in my job.	+0.057	0.296
13. My accomplishments are not recognized by the Springfield School System.	+0.007	0.472
14. There was a formal program for the beginning teachers in Springfield.	+0.209	0.023*
15. A mentor was assigned to me when I first began teaching in Springfield.	-0.023	0.414
16. Professional development is encouraged by the school system.	+0.189	0.036*
17. I have not had ample opportunity to develop leadership skills.	-0.078	0.229
18. There is ample opportunity for advancement in the Springfield School System.	+0.048	0.324
19. I am not compensated adequately for my work.	-0.048	0.326
20. I feel that I am part of the decision making process in my school.	+0.175	0.047*
21. I feel that I do not have a proper impact on my students.	+0.028	0.397
22. There is adequate discipline in my school.	-0.013	0.450
23. Teachers are not supported by the building and Central Office administrators.	-0.144	0.086
24. I feel that I am respected and supported by my colleagues.	+0.010	0.461
25. My ideas are not respected by the building and Central Office administrators.	-0.047	0.328
26. I came to Springfield because it was a community that supported diversity.	-0.208	0.024*
27. The city of Springfield did not offer opportunities to other members of my family.	-0.125	0.119
28. Before I came to Springfield, I knew someone in the school system/community.	-0.112	0.144
29. Churches were not a major factor in my decision to come to Springfield.	+0.006	0.479
30. Special incentives existed in Springfield that made me come to this community.	-0.050	0.318

Note: An asterisk (\*) indicates a significant relationship at 0.05 level with 90 degrees of freedom (i.e.,  $p < 0.05$ ).

The following significant and negative relationships indicate the younger the teachers were, the more they believed each factor had influenced their recruitment and retention: (a) "A significant Black population was one of the reasons why I came to Springfield" ( $r = -0.296$  and  $p = 0.002 < 0.05$ ); and (b) "I came to Springfield because it was a community that supported diversity" ( $r = -0.208$  and  $p = 0.024 < 0.05$ ).

Therefore, the null hypothesis was rejected for the aforementioned factors and was accepted for the remaining factors. This indicates that from among the 30 factors involved, only seven were correlated with age as a factor influencing the recruitment and retention of the African American teachers in the Springfield Public School System.

Question 4: Is There a Significant Relationship Between Years of Employment and the Perceptions of African American Teachers with Regard to the Factors Influencing Their Recruitment and Retention in the Springfield Public School System?

This question was examined by testing the following null hypothesis through the use of the Pearson Correlation technique along with its test of significance.

Null Hypothesis 4: There is no significant relationship between years of employment and the perceptions of African American teachers with regard to the factors influencing their recruitment and retention in the Springfield Public School System.

Findings: Table 8 presents the resulting statistical test related to this hypothesis. Based on the test results, significant relationships were found between years of employment and the perceptions of the teachers toward several factors they perceived had been influential in their recruitment and retention.

The following significant and positive relationships indicate the longer the teachers were employed in the Springfield Public School System, the more they believed each factor had influenced their recruitment and retention:

(a) "I did become a teacher because of the job security" ( $r = +0.332$  and  $p = 0.001 < 0.05$ ); (b) "I feel that I am part of the decision-making process in my school" ( $r = +0.304$  and  $p = 0.002 < 0.05$ ); (c) "I did not become a teacher because I enjoyed working with young people" ( $r = +0.212$  and  $p = 0.021 < 0.05$ ); and (d) "I did not have another career before I became a teacher" ( $r = +0.211$  and  $p = 0.022 < 0.05$ ).

The following significant and negative relationships indicate the longer the teachers were employed in the Springfield Public School System, the more they believed each factor had influenced their recruitment and retention:

(a) "A significant Black population was one of the reasons why I came to Springfield" ( $r = -0.282$  and  $p = 0.003 < 0.05$ ); (b) "I came to Springfield because it was a community that supported diversity" ( $r = -0.192$  and



Table 8

Relationships Between Years Employed and  
Perceptions of the Survey Participants  
Regarding Each Item

Perceptions of the Survey Participants	r	p
1. I was not interested in teaching at an early age.	+0.142	0.090
2. I became interested in becoming a teacher while in college.	+0.077	0.234
3. I did not have another career before I became a teacher.	+0.211	0.022*
4. I became a teacher because of the salary.	+0.060	0.286
5. I did not become a teacher because of the job security.	+0.332	0.001*
6. I became a teacher because of the summers off.	-0.020	0.424
7. I did not become a teacher because I enjoy working with young people.	+0.212	0.021*
8. A significant Black population was one of the reasons why I came to Springfield.	-0.282	0.003*
9. Personal contact by the recruiter did not affect me to become a teacher.	+0.009	0.466
10. As a teacher I am respected and supported by Springfield community.	-0.013	0.451
11. The geographical location was not a factor in my decision to become a teacher.	+0.059	0.290
12. I feel that I had adequate training to be successful in my job.	-0.051	0.313
13. My accomplishments are not recognized by the Springfield School System.	+0.018	0.432
14. There was a formal program for the beginning teachers in Springfield.	+0.096	0.182
15. A mentor was assigned to me when I first began teaching in Springfield.	+0.044	0.339
16. Professional development is encouraged by the school system.	+0.088	0.203
17. I have not had ample opportunity to develop leadership skills.	-0.138	0.094
18. There is ample opportunity for advancement in the Springfield School System.	-0.035	0.372
19. I am not compensated adequately for my work.	-0.074	0.242
20. I feel that I am part of the decision making process in my school.	+0.304	0.002*
21. I feel that I do not have a proper impact on my students.	+0.099	0.173
22. There is adequate discipline in my school.	+0.058	0.292
23. Teachers are not supported by the building and Central Office administrators.	-0.166	0.057
24. I feel that I am respected and supported by my colleagues.	-0.058	0.293
25. My ideas are not respected by the building and Central Office administrators.	-0.177	0.046*
26. I came to Springfield because it was a community that supported diversity.	-0.192	0.034*
27. The city of Springfield did not offer opportunities to other members of my family.	-0.121	0.126
28. Before I came to Springfield, I knew someone in the school system/community.	-0.104	0.162
29. Churches were not a major factor in my decision to come to Springfield.	-0.059	0.288
30. Special incentives existed in Springfield that made me come to this community.	+0.080	0.225

Note: An asterisk (\*) indicates a significant relationship at 0.05 level with 90 degrees of freedom (i.e.,  $p < 0.05$ ).



$p = 0.034 < 0.05$ ); and (c) "My ideas are not respected by the building and Central Office administrators" ( $r = -0.177$  and  $p = 0.046 < 0.05$ ).

Therefore, the null hypothesis was rejected for the aforementioned factors and was accepted for the remaining factors. This indicates that from among the 30 factors involved, only seven were perceived to be correlated with years of employment as a factor influencing the recruitment and retention of the African American teachers in the Springfield Public School System.

Question 5: Is There a Significant Relationship Between Academic Preparation and the Perceptions of African American Teachers with Regard to the Factors Influencing Their Recruitment and Retention in the Springfield Public School System?

This question was examined by testing the following null hypothesis through the use of the Pearson Correlation technique along with its test of significance.

Null Hypothesis 5: There is no significant relationship between academic preparation and the perceptions of African American teachers with regard to the factors influencing their recruitment and retention in the Springfield Public School System.

Findings: Table 9 presents the resulting statistical test related to this hypothesis. Based on the test results, significant relationships were found between academic preparation and the perceptions of the teachers

Table 9

Relationships Between Academic Preparation and  
Perceptions of the Survey Participants  
Regarding Each Item

Perceptions of the Survey Participants	r	p
1. I was not interested in teaching at an early age.	-0.086	0.207
2. I became interested in becoming a teacher while in college.	-0.154	0.072
3. I did not have another career before I became a teacher.	+0.116	0.136
4. I became a teacher because of the salary.	+0.060	0.284
5. I did not become a teacher because of the job security.	+0.042	0.347
6. I became a teacher because of the summers off.	-0.008	0.469
7. I did not become a teacher because I enjoy working with young people.	+0.071	0.251
8. A significant Black population was one of the reasons why I came to Springfield.	-0.041	0.349
9. Personal contact by the recruiter did not affect me to become a teacher.	+0.177	0.046*
10. As a teacher I am respected and supported by Springfield community.	+0.085	0.209
11. The geographical location was not a factor in my decision to become a teacher.	+0.002	0.493
12. I feel that I had adequate training to be successful in my job.	+0.065	0.268
13. My accomplishments are not recognized by the Springfield School System.	+0.158	0.066
14. There was a formal program for the beginning teachers in Springfield.	-0.101	0.169
15. A mentor was assigned to me when I first began teaching in Springfield.	-0.056	0.300
16. Professional development is encouraged by the school system.	-0.222	0.017*
17. I have not had ample opportunity to develop leadership skills.	+0.089	0.200
18. There is ample opportunity for advancement in the Springfield School System.	-0.003	0.489
19. I am not compensated adequately for my work.	+0.058	0.292
20. I feel that I am part of the decision making process in my school.	+0.112	0.144
21. I feel that I do not have a proper impact on my students.	-0.087	0.205
22. There is adequate discipline in my school.	-0.060	0.285
23. Teachers are not supported by the building and Central Office administrators.	-0.078	0.229
24. I feel that I am respected and supported by my colleagues.	+0.007	0.472
25. My ideas are not respected by the building and Central Office administrators.	-0.022	0.416
26. I came to Springfield because it was a community that supported diversity.	-0.042	0.347
27. The city of Springfield did not offer opportunities to other members of my family.	-0.081	0.222
28. Before I came to Springfield, I knew someone in the school system/community.	+0.015	0.442
29. Churches were not a major factor in my decision to come to Springfield.	+0.074	0.241
30. Special incentives existed in Springfield that made me come to this community.	+0.130	0.109

Note: An asterisk (\*) indicates a significant relationship at 0.05 level with 90 degrees of freedom (i.e.,  $p < 0.05$ ).

toward several factors they perceived had been influential in their recruitment and retention.

The following significant and positive relationship indicates the higher the teachers' academic preparation, the more they believed the factor had influenced their recruitment and retention: "Personal contact by the recruiter did not affect me to become a teacher" ( $r = +0.177$  and  $p = 0.046 < 0.05$ ).

The following significant and negative relationship indicates the higher the teachers' academic preparation, the more they believed the factor had influenced their recruitment and retention: "Professional development is encouraged by the Springfield Public School System" ( $r = -0.222$  and  $p = 0.017 < 0.05$ ).

Therefore, the null hypothesis was rejected for the aforementioned factors and was accepted for the remaining factors. This indicates that from among the 30 factors involved, only two were perceived to be correlated with academic preparation as a factor influencing the recruitment and retention of the African American teachers in the Springfield Public School System.

#### Qualitative Analysis of the Data

The qualitative analysis of the data is presented in this section of the chapter based on the:



(a) interpretation of the responses provided by the survey participants to open-ended items of the questionnaire; and  
(b) examination of the responses provided by the selected Central Office administrators in the Springfield Public School System through the researcher's interviews.

#### Open-Ended Questions and Responses

Question 1: What strategies would you use to improve the recruitment of minority teachers in the Springfield Public School System?

Responses: Minority conventions and gatherings; housing incentives; provision of low-cost housing and other means of financial support by the School System; offering tuition-free courses necessary for Massachusetts Teacher Certification; utilizing minorities more for interviewing and community outreach; future teachers clubs and teacher-for-a-day in schools; recruit strongly at Black colleges and universities; higher salaries; provide job security; aggressive recruitment; advertising positions more with African-American organizations, businesses, caucuses, and publications; open up church/community resources; advocate equitable advancement and teaching as a career; invest in the community and make it a more attractive offer; establishing mentor programs; expose high schoolers to minority role models; hire minority recruiting officers; bonuses based on longevity in the



system; offer tuition reimbursement based on longevity; set up a minimum quota for number of teachers from the local area and pursue it; offer scholarship programs with a stipulation of a guaranteed number of years teaching in the community; offer day care and comprehensive medical/dental provisions; hire qualified recruiters; heavier involvement by the School Committee; and modernize school buildings.

Question 2: What strategies would you use to keep minority teachers in the field of Education in the Springfield Public School System?

Responses: Respect minority teachers equally comparing with their White majority counterparts; recognition of individual and/or collective talents; monetary incentives; minority support groups including minority teacher associations, minority newsletters, and other means of communication; more support for minority teachers; more involvement of minority teachers in Special Education programs; minority teachers as mentors for minority teachers; networking amongst minority teachers; more minority involvement in the decision-making processes of the system; equitable employment standards and career advancement opportunities; reimbursement for education; ongoing training/education; encourage teamwork; use professional days appropriately; advertising career advancement opportunities; develop multicultural programs;

and improve the physical environment for teaching and learning.

Question 3: What is appealing about Springfield as a place for African Americans to work?

Responses: Black students; Black population; great influx of minorities; the feeling of making a difference against the odds for our children; strong family relationships; diversity of culture; being able to give something back to our community; small town atmosphere/familiarity; location with respect to several colleges, universities, other towns and cities; cost of living is reasonable; the feeling of being needed by the minority students here; it's a challenge; I grew up here; the level of violence getting higher but is less than other comparable cities; opportunities for advancement; church and community; decent place to raise a family; depends upon personal philosophies; and familial ties to the community.

Question 4: What is least appealing about Springfield as a place for African Americans to work?

Responses: Lack of necessary care about minority teachers/students by White teachers/administrators; little opportunity for advancement; little support and respect from Central Office for minority teachers/administrators; racism in general; unemployment rate; increased crime rate; not enough African-American leadership; slow advancement pace; need connections to move up; no minority

unity; low salary; jobs only offered in Special Education; economic and political climate, e.g., plant and business closings, low voter turnout, boarded up buildings; get the feeling you are part of a quota rather than part of the community; not enough extracurricular activities for the youth of the community; African Americans are outnumbered by far; teaching is not respected as much as it should be; not enough economic development; the whole educational system; no job security; not enough established African Americans with hiring capacity; need for better housing provisions; no social outlets for African Americans; limited potential resources; lack of single African American males and females; breakdown of the family unit, unfit parents lead to unfit students; lack of visibility; too much red tape in certification; and complacency.

#### Interviews with Selected Central Office Administrators

The interviews conducted by the researcher included four Central Office administrators of the Springfield Public School System:

- Respondent #1 has been in his present position for nearly six years and had held a similar position in another school system before coming to Springfield. In addition, he has served as director of a large school improvement program in another school system, has held several positions as principal and assistant principal at the

elementary school level, and has worked as a counselor and as a teacher at the middle school level.

- Respondent #2 has been in his current position for over six years. He has been involved in the Springfield Public School System for more than 27 years, and has held a number of positions including Director of Occupational Education, Director of the Massachusetts Career Development Institute, Supervisor of the Massachusetts Career Development Institute, and as an English teacher at the high school level.

- Respondent #3 has been in her present position for more than nine years. She has worked in the Springfield Public School System for over 25 years as the Supervisor of Home Economics. Prior to this position, she was a Home Economics teacher at the high school level.

- Respondent #4 has been in his current position for over 11 years. He has served as a Mathematics teacher for two years and as a long-term substitute Mathematics teacher since he earned his Bachelor's degree.

Following is a synopsis of each interview, including the most relevant responses provided to each question posed by the researcher:

Question 1: Is there a clear and comprehensive plan or policy for the recruitment and retention of African American teachers in Springfield?



Respondent #1: "Yes. That plan is implemented and there is probably questions that come with it. The plan is implemented through the Office of Affirmative Action. This office is responsible for bringing on females, ethnic minorities, and underrepresented peoples of certain areas--including the handicapped. There is a plan for the attraction of African Americans, and we have several components. This office has a recruitment policy that requires a representative from the Office of Affirmative Action to attend teacher fairs during the year, interview people, talk to people in the community, visit colleges, and make notes for recruitment purposes."

Respondent #2: "I wouldn't say that there is a clear and comprehensive plan at all. There is certainly a policy through the Affirmative Action Plan that has been adopted between the Springfield Public Schools and the Massachusetts Commission Against Discrimination. So there is a policy in place, and we have tried to follow that. In terms of a plan of satisfying and implementing that policy at this point, I couldn't say that we have as clear and comprehensive a plan as I think we ought to have. We do try to recruit African American teachers to the Springfield Public Schools through a variety of means. The retention of all of our teachers (particularly our African American teachers)--again, I would say that there is not a clear and comprehensive plan, although I would say

that the policy is outlined. It reads very clearly in the Affirmative Action Plan, but I wouldn't say that we have any special type of retention plan that we utilize to have our people remain in the City."

Respondent #3: "No. We currently do not have a plan for recruiting or retaining minority teachers in the Springfield Public School System."

Respondent #4: "Along with the Personnel Director, about five or six years ago, we drafted a very comprehensive recruitment plan for the Springfield Public Schools. This plan was also adopted by the School Committee. The contents of the plan have been viewed as a very, very inclusive improvement plan which involves examples, such as going to the southeast part of the country to recruit at specifically Black colleges, attending local recruitment fairs and consortiums on education improvement, and dealing with community agencies where we solicit their help in identifying potential educational candidates. These are only some of the examples of our recruitment plan. Our plan has been viewed as one of the best in the State, if not the country."

Question 2: What offices should be responsible for responding to an affirmative action plan and how effective are they?

Respondent #1: "I think the one that is the most effective is placing ads that attempt to attract minorities

consistently. We do that several times a year, so that people know that we're interested. Also, the counseling is effective, where the Affirmative Action Officer encourages people to come into the system. I think this is a particularly important part of it because a lot of times African Americans in a city of this type don't feel that they have a support network. So to come from the outside is very difficult. Our Officer does a lot of counseling and advising on how to do things."

Respondent #2: "This particular plan is a plan that is exclusive to the Springfield Public Schools. The City of Springfield has a separate plan, and we have a separate plan. The plan was developed again by the Superintendent, with the assistance of the Director of Personnel as well as the Affirmative Action Officer of the Springfield Public Schools. It is really in that office that the plan is monitored. I think that there is a fairly strong feeling that we are, in fact, an Equal Opportunity Employer. I think people feel that if they come here, have an interest in teaching, and have at least the basic prerequisites to satisfy certification, they will be given a fair and equitable opportunity for employment. If there is any part of the plan, in my opinion, that is working well, it is that we are doing a fairly effective job in attracting women."

Respondent #3: "I would think Personnel should have that responsibility, because we employ the person, develop a relationship with that person, and then must try to keep that person in Springfield. Whether it would be helping them to find housing, helping them to enroll in college and to obtain certifications (whatever they need), we should be there to help them fulfill their needs. If they just have to become certified teachers, we could work with them in getting the certification. A part that really works well is working with colleges, getting on the telephone to call the various colleges, and questioning whether or not they have minority candidates available; and if they have them, to send them over and we will talk to them."

Respondent #4: "The Equal Opportunity Office remains the responsible office in implementing the Comprehensive Improvement Plan. I would say that you have to do it all. There is no one part of the plan that works well. You have to continue to do all of the aspects of the plan in order to accomplish a goal. Even with existing minority teachers, you solicit their help in terms of contacting alumni/ae from the schools that they attended. So, it is really not one part of the plan that works well. You have to do all aspects of the Improvement Plan."

Question 3: What areas in the recruitment plan seem to be lacking and in need of improvement?



Respondent #1: "Going out to colleges and fairs doesn't always generate the kind of numbers that we want. There is an expense, and it doesn't generate the numbers that we want. One of the problems is competing for youngsters who have lots and lots of avenues available to them from other large city schools, including Connecticut. The average salary in Connecticut is above \$55,000, and ours is in the \$30,000 range. Salary is the big issue for these youngsters."

Respondent #2: "African American males. That's going to be an ongoing problem for us. We are having trouble reaching them. I think we are having more trouble recruiting them. We may be doing a better job at reaching them than we are at recruiting them. I think we certainly have spoken to people, been to fairs, and have talked to candidates. However, getting them to actually commit to coming to Springfield as a school system of interest to them is difficult. Actually, hiring as many African American males as we would like to has been even more difficult. So I think we might start off doing a fairly decent job of reaching folks. We are also in competition with other cities around the country. Getting them to actually come here to be interviewed is working. The rest of the restrictions are there when actually hiring them. By the time we get to that point, we really do not have the crew of people available that

we would like to have, and that is particularly acute at the elementary level. African American males (particularly at the elementary level)--we seem to be having a real, real problem in that area. I'm not sure we have a copyright on the problem. However, I think there are many, many communities, particularly urban communities the size of Springfield (not the size of Boston or Hartford, but a Springfield-sized, urban community), that are having comparable problems in attracting African American teachers at all levels but particularly at the elementary level."

Respondent #3: "I don't think our recruiting efforts hit the target colleges. I don't think we have developed a networking plan with them so that we network throughout the school year. We just go once a year and target one or two places. I think we should have an ongoing relationship with minority colleges so that students will know us. When we go to recruit, the Personnel Office there could tell us when they have candidates. We could also recruit by telephone with the colleges if we develop a relationship with them."

Respondent #4: "It's very difficult to identify a piece that is not working well because you have certain uncontrollable circumstances that inhibit you from not only retaining African American teachers but also from recruiting African American teachers. Those include

budgetary issues, problems with the city, and the number of minority students that don't go into Education simply because the pay is not great. When they go to college, they tend to go into areas as I would--Business, Medicine, or Engineering. They go into those types of areas because they are lucrative jobs."

Question 4: What attracts some African American teachers to the Springfield community?

Respondent #1: "The supportive environment. I think the fact that they know there is a career path that will lead to promotion. We have been able to show them that if you come here you can make a career that will lead you into the administrative ranks and supervisory ranks. We demonstrate to them by showing them what we have done. So that's an attraction."

Respondent #2: "Many of them see the Springfield Public Schools as a school system that would give them a good opportunity to become a good teacher, be creative, and get some support. A lot of the folks that we talk with seem to have a family and a personal support base here, if not a direct family. The relatives they have in the area have allowed them to come on board from other communities that have a support base here, like Springfield, as a community in which to live. I think there is some concern relative to the overall employment base in people coming here. If married couples, in

particular, were coming where both parties needed to work, there is always a concern: Can my other half get a job comparable to what I am getting? Depending on what that other half has been trained for, that could become a bit of a problem in a community that may not have the definite employment opportunities that, I would say, some of the other marketing districts have."

Respondent #3: "I think it is because there is a fairly large minority community already in Springfield. The pay is adequate; and when they come into the Personnel Office, they do seem to think that we care about them. If they have questions, we try to answer them or refer them to someone who can answer questions about housing."

Respondent #4: "Any recruiter has to make it very attractive for that prospective employee to come to Springfield. The type of thing that I have advocated is promoting our school system itself. Not only do we have an outstanding Superintendent, but we have a school system that includes the philosophy that all children can learn--a philosophy that all teachers in the community are very much interested in the Springfield Public Schools. You have to also make them aware of the cost of living in the Springfield area. You have to let them know that if they want to continue their education themselves, we have the resources for them to do so. You have to basically



sell Springfield within itself, not only the school system but also the community."

Question 5: What other strategies would you use to improve the recruitment of African American teachers?

Respondent #1: "I think one of the things that we're talking about is a support program during the year that can provide some support so that we have ongoing counseling. The other thing that we have been talking about is developing a public school support program where African American professionals in the City support them. Those are the two things we have been looking at."

Respondent #2: "I have always believed that the most urgent and the best strategy is to begin to recruit African American teachers who were African American students in the Springfield Public Schools. We need to do a better job making our young African American male and female students see teaching as a good, noble career--one that they ought to get into. Probably working a little more diligently with the guidance counselors to encourage them to talk up teaching as a career and to encourage our graduates to go on to institutions that would prepare them to become teachers in Springfield would help. We need to spend some time with our local community college who attracts significant numbers of our high school graduates into the two-year program. Not all of them have made a decision at either the beginning of that two-year program

or even at the end of their first (or for that matter, their second) year, as to where they want to take those two years of their Associate's Degree. We could probably do a more effective job with linking up with our local community college to see if we can again encourage some folks to see teaching in the Springfield Public Schools as a career they should pursue and again direct them in the proper direction where they can get the courses and attend the schools that will prepare them. We need to get out into the community to speak at different church functions and different meetings--whether it be young folks or a senior citizens group. Some of them have family responsibilities and are the guardians and caretakers of many of our students, and we could get them to talk up teaching. So, we need to start at home. We have a wealth of talent in the community and we need to gradually spread that fan out a little bit more."

Respondent #3: "I belong to a recruiting service--a Massachusetts teacher recruiting service. Quarterly, they send me the names of candidates who are interested in working in the Springfield area. We then contact those applicants and determine whether or not they want to work. It is a fairly small pool and the whole State is looking at the same applicants. But I will still continue to use that plus the networking. We really need to network with the colleges--predominantly Black colleges. We really need to

get in touch with them to make sure they understand that we need teachers in Massachusetts and to let them know what services are available--that we can help. If they're certified in, for example, North Carolina and they want to come here, we need to tell them they can be certified in Massachusetts and that there is reciprocity with that state. There is reciprocity with that state so that they come with a certificate from North Carolina and we simply help them through the process to get a certificate in Massachusetts. What they also need to understand is that we will hire them with the certificate from North Carolina."

Respondent #4: "One of the things that I have advocated is that in order to have students be interested in the field of Education, we must start in the seventh grade of middle school with such things as teachers clubs to let students know what teaching is basically all about. This way we bring them along all the way up to high school with the awareness that teaching is a professional position, career, that lends itself to being able to bring back what you have learned to Springfield. It also encourages minorities to seek out institutions that will prepare them to have a position when they graduate from their university or college. It also makes loans available specifically targeted for minorities, and helps them in identifying resources to continue their education. More

importantly, if they want to advance and they are teachers, certainly their sights may be on becoming a principal or a central office administrator."

Question 6: What aspects of the retention plan seem to be effective?

Respondent #1: "I think that the major aspect is potential for advancement. That's a big thing. That really has shown people that they have a future here."

Respondent #2: "I think the one thing that we have done here in Springfield recently is a very aggressive inservice professional development program for our teachers on an informal basis and also contractually through our collective bargaining arrangement with the Teachers' Association. There is no doubt that the Springfield teachers, in terms of their skill level and maintaining that skill level, have a tremendous advantage in working in the Springfield Public Schools. We have also tried in the last rounds of negotiations with the teachers to get our pay scale to a level that is certainly competitive with many of the more suburban areas. We have to continue to try to give our staff both financial compensation and the sense of security, and also give them training for the skills they need. If those two things alone will retain them, then I think we have done well. I also know there are other areas of retention that are very subjective and are hard to measure. I am not sure how well



we have dealt with that because people leaving a job, in many cases, leave for so many different reasons. It is hard to get a handle on it."

Respondent #3: "If we get that piece in place, I think people will stay around a lot longer. Black educators--that's another resource that people see as a way of becoming a part of the community. I don't think we lose them because they are not happy here. I think we lose minority teachers when they just have to relocate for some reason--the family relocates or a spouse moves. We just don't lose them because they are unhappy in Springfield, because they can get a job here. Minority teachers who are certified can most likely get a job in any state."

Respondent #4: "We do not have a retention plan. What I try to do is this. I try to work with my counterparts in the surrounding communities, such as Amherst, to see if they need a teacher in Mathematics or whatever. I work with the locals to try to find any openings."

Question 7: What aspects of the retention plan are not as effective as you would like?

Respondent #1: "Again, I think the fact that we don't have enough ongoing counseling after they get the job and a network of support. We have to work harder on doing this."

Respondent #2: "It is hard to say because one of the most frustrating things of losing African American teachers is the frustration of knowing the difficulty, at times, we have in replacing them. So it is hard for me to say if there is anything that is not working well. It is because I'm really not sure we have in place what I would consider to be a formalized retention plan. I think we shudder every time we lose someone. We have also had an early retirement program that has been put into place. This program clearly did not take out significant numbers but clearly added to our folks leaving the system, probably earlier than we would like to have them leave."

Respondent #3: "I don't think we are really working at all, so it's not there to prevent a person coming in and saying, 'I'm leaving.' We have to address the needs, but we don't do anything prior to their leaving because we usually don't know that person is going to leave. Like I said, they leave for new jobs in most cases. They are not leaving because they are dissatisfied with Springfield. They have another job."

Respondent #4: "Simply because our affirmative action plan is voluntary. When there are budget problems because of the Union Contract, the School Committee decides that those persons who were hired last are the first laid off. So although we haven't had a layoff in four years, four years ago we had a considerable

layoff--five or six hundred teachers. Those persons who were hired last had to go. They had to find another job in another part of the country, and it's very hard to get those persons back."

Question 8: What other strategies would you use to improve the retention rate of African American teachers?

Respondent #1: "I think we need to begin to think of some incentives, such as extra pay, stay five years and you get a bonus--those kinds of things. They go to other places where they are going to make more money, so you can at least say if you stay five years, you'll get a \$4,000 bonus after five years of service."

Respondent #2: "I believe that we have to go back and work around the issues of combating the private sector. I am not so sure that we can use job security. There have been instances, not just in Springfield but in other communities, where teacher layoffs have occurred. We have been very fortunate not to be as impacted as other communities. I am not so sure the job security is necessarily an issue. In the private sector, it is not demonstrated that they have been able to provide the kind of security either. The most important thing we need to do here is to begin to let folks understand that teaching is a good and noble profession in this community and elsewhere. Elsewhere is directly related to how well we reach our students in the African American community,

where I believe there is a real strong family emphasis on education and the importance of education. We need to, I think, impress upon people that there is more to a profession than money, and that we need people to come in and really want to make a contribution and really care to work with our kids. Until we can do that and people see teaching as a noble profession, money or security are not enough. It may be enough to get them here, but I don't believe it will be enough to keep them for any length of time."

Respondent #3: "Show them or explain to them that there is great value in being a teacher. Children really need to see role models. If the teacher is an excellent role model, they should really stay in Education because they will reach more children that way. Being there twenty years later, they will be able to see children that they taught and really feel good about that. I don't think you can do monetary compensation to retain them just because the person is a minority. Because of the Contracts and things like that, we have to pay on experience and training. I would agree that we should pay based on experience and training. There might be some way of helping people to relocate that would not be a part of their salary. A stipend to relocate might be something that would be considered."

Respondent #4: "Some of the strategies that I would use to keep them in the field of Education would be to



change the rules and regulations--particularly the rules and regulations of the Springfield Public Schools in terms of seniority. The Massachusetts Department of Education has abolished tenure, so that has been an issue that has been addressed. I would improve our professional development in terms of addressing African American problems that may exist in our school system, such as racism."

Question 9: Why do some of the African American teachers in Springfield decide to leave?

Respondent #1: "I think that they are recruited just like I was recruited by large cities. I think we give them good training, good staff development, professional development here. The size of the city is such that people don't want to spend the rest of their lives here. It doesn't have the same attraction; so what we need to do is create more attractions for people. I think that bringing some economic stability to the City would help. You already know the housing prices should be stable, jobs available, and all of that. I think that is a correlation for them to stay."

Respondent #2: "As I look at the African American teachers who have left Springfield at least during my tenure in this department, I can honestly say that I don't ever recall anyone leaving here due to any type of displeasure or disgruntlement with either their role in the system or the system's approach to them as a professional."

I would say that in almost all cases, the main reason the people left has been a family decision based on the need to relocate, to go for another position, to be with a family member who has relocated, or, in certain cases, to take care of family member requirements outside of the area. I honestly cannot think of an African American teacher who left out of frustration with the area, or how they were doing in the system, or how the system was operating. There may have been some of that earlier but not after I have been here."

Respondent #3: "Sometimes they will leave for monetary reasons; they can make a bit more in Connecticut or another state. If you are a minority person certified to teach, you can always find a job. So they move to another state where they can earn more money."

Respondent #4: "It could be a combination of things: administrative opportunities that may become available to them, or spousal reasons--for example, one's spouse is moving out of the area. It could also mean salary levels, because the salaries are somewhat higher even though the cost of living is high. There are a number of African American teachers in our school system who may have the opportunity to make an additional 15 to 20 grand. They'll go."

Question 10: In your opinion, what is the ideal number of percentage in African American teachers who

would positively affect the educational system in  
Springfield?

Respondent #1: "I would say that what we should have is the same percentage of what we have of children in the school system. I would like to see 35 percent of the teachers be African American, 35 percent be Hispanic, and the rest White. That should be the goal to mirror. I don't think you get too many people to give you that kind of a goal, but that is what I think it should be."

Respondent #2: "Ideally, it would be nice to sit here and say that we ought to have a number that would be commensurate with the student population. I think sometimes we pretend to use demographic figures of the workforce in Hampden County or in all the Springfield areas as opposed to actually looking at the school-aged kids and trying to come up with a population. However, I am not sure that any of those are not good barometers to measure. I still feel that we have to go out and get them. I'm not sure we can put a number on it. We need to go out and get African American teachers, ones who want to teach in an urban community. We face competition for suburban communities with African American teachers as well. They lose sight of that a little bit. I think we need to aggressively get, particularly at the elementary level, our numbers not up to any numerical quota. What we need to do is get them up to the point where we can say

we would have representation of African American teachers in every school. Well, I think we have that now. I don't think we have the numbers that we should have, and I am also concerned with the Special Education program. We need to continue to aggressively recruit in that area because it appears that is an area where our population of students is growing. A lot depends on our program mix as well as a number mix. Ideally, if we had to shoot for a ratio, it would be one more closely in line with our student population as opposed to, let us say, the racial makeup of the city as a whole which I don't think is a good instance of how we should be behaving here."

Respondent #3: "I would like to see 50 percent, because the minority population itself is growing. To see 50 percent of the teachers as minorities, I would think that the children would see a real difference in terms of role models. They can see people that look like themselves as teachers. Right now they see one person or two or, in some schools, none. So, they think only predominantly White women can be teachers. I think that the minority teachers would be a little more sensitive to what is happening with the different ethnic groups. I think the children would be able to share some of their experiences and that teachers would understand what is going on with that child a little bit more. I think we should have a larger African American population--not just women but



also men. The system is about 30 percent African American, so I think that we should increase the numbers. When I say minority, I don't mean all African Americans because we have another minority of 30 percent Hispanic. We would need a minority of 50 percent to meet the needs of all the children."

Respondent #4: "Well, our affirmative action plan calls for 16.4 percent of the workforce. I think we have 9 percent Hispanic and then 1.1 percent Asian. The rest would be Native American. Our overall minority workforce within the City is 26 percent which is inclusive."

#### Summary of the Findings

The data collected for this study were treated both quantitatively and qualitatively. The quantitative analysis of the data was achieved by providing a profile of the personal and professional characteristics of the survey participants as well as testing the null hypothesis derived from the research questions. The qualitative analysis of the data was accomplished by interpretation of the responses provided to the open-ended items of the questionnaire as well as examination of the interviews with participating Central Office administrators. The findings can be summarized as follows:

1. The majority of the survey participants, who were predominantly from the elementary or high school levels, were married females over 30 years of age with at least one child. Most of the African American teachers who participated in this study reported to have at least a Master's Degree or higher and almost half have been employed in the Springfield Public School System for 20 years or more. Those who taught at the high school level and Special Education programs were involved in a wide variety of subjects, including mathematics, science, social studies, business and economics, health and physical education, English, and arts and music. Most of the teachers involved in the study indicated that they did not plan to leave teaching in the next five years.

2. When analyzing their perceptions, the majority of survey participants favored: (a) having adequate training for career advancement; (b) encouragement for professional development by the school system; and (c) respect and support among colleagues. However, location and religion were not found to be decisive factors in becoming a teacher in the Springfield Public School System.

3. Significant differences were found between the number and percentage of those teachers who "agreed" and "disagreed" with the majority of the questionnaire items. The results are summarized in Table 5.

4. When comparing the perceptions of male and female teachers, no significant differences were found between the two groups with regard to the recruitment and retention of African American teachers in the Springfield Public School System.

5. In comparison of the perceptions of the survey participants, statistically significant and positive relationships were found between their age and their attitudes. These results are summarized in Table 7.

6. Statistically significant and positive relationships were found between years of employment with the school system and perceptions of the survey participants. The findings are summarized in Table 8.

7. The higher the academic preparation of the survey participants, the less they perceived that personal contact by the recruiter affected their decision to become a teacher. However, the lower the academic preparation, the more they perceived that professional development was encouraged by the Springfield Public School System.

8. The most frequently mentioned recommendations made by the survey participants with regard to strategies to improve the recruitment of minority teachers in the Springfield Public School System included: higher salaries, housing incentives and other financial provisions, offered greater level of job security, and

aggressive recruitment from historically African American colleges and universities.

9. The most frequently mentioned recommendations made by the survey participants with regard to strategies to improve the retention of minority teachers in the Springfield Public School System included: financial incentives for longevity in the school system, recognition of individual and/or collective talents, networking and support systems among minority teachers, and more involvement in the decision-making process.

10. The most frequently mentioned factors that the survey participants found appealing with regard to the Springfield Public School System included: large minority population, the challenge of making a difference in the community, geographical location, small town familiarity/atmosphere, and strong family ties to the area.

11. The most frequently mentioned factors that the survey participants found least appealing with regard to the Springfield Public School System included: racism in general within the community, increasing crime rate, low monetary incentives to stay in the area, lack of African American unity and leadership, and lack of advancement opportunities.

12. The resulting interviews with Central Office administrators indicated that although they were relatively



satisfied with their recruitment policies and practices, they were unsure of how to effectively plan for the retention of minority teachers. This is largely due to the rate at which teachers and their families choose to relocate for a wide variety of reasons, and the fact that job security cannot be insured as the political and economic climate within the community cannot be accurately forecast.

The findings of this study indicate that while factors such as age, academic preparation, and years of employment with the school system are influential in the perceptions of the African American teachers about recruitment and retention policies, they are in agreement with the inconsistencies and inequalities within the system when managing the professional development needs and retention of minority teachers. The findings also indicate that although Central Office administrators were relatively satisfied with their recruitment policies and practices, they were unsure of how to formulate and effectively plan for the retention of minority teachers, due to many factors beyond their direct control. These findings create an opening for a number of conclusions and recommendations which are incorporated in the following chapter.

## C H A P T E R    V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions derived from the study and offers recommendations that might be useful to the school system and its African American teachers. In addition, suggestions are provided for future research in this area.

#### Conclusions

##### Research Question 1: How Clear and Comprehensive Is the Plan of the Public Schools of Springfield (Massachusetts) for Recruiting African American Teachers?

Data collected from the study indicated that there is no clear and comprehensive plan for the recruitment of African American teachers in the Springfield Public School System. Teachers indicated, however, that their decision to join the System was based on the following:

- Interest in teaching at an early age
- Already knowing someone in the system
- Having opportunities offered to other members of their family
- Enjoy working with young people
- Finding respect and support from colleagues

The teachers who were surveyed did not agree that the following items attracted them to Springfield:

- Salary
- Job security
- Summers off
- Numbers of Blacks in Springfield
- Recruiter
- Location of Springfield
- A diverse community
- Churches
- Special incentives

Central Office participants interviewed indicated that some confusion exists in response to the question. Of the four individuals interviewed, two indicated that there was a clear and comprehensive plan, while the other two indicated that there was no existing plan. They were, however, commonly satisfied with present recruitment practices and policies. The interviewees tended to indicate that all possible means for increasing the number of African American teachers in the Springfield Public School System are not actively or aggressively pursued.

Research Question 2: What Are the Strategies  
in Place to Encourage the Retention of  
Minority Teachers in the City of Springfield  
(Massachusetts) Public Schools?

There was a significant negative perception of the strategies utilized in the retention of minority teachers

in the Springfield Public School System. The most frequently mentioned recommendations by the survey participants with regard to strategies to improve the retention of minority teachers in the school system included:

- Financial incentives for longevity in the school system
- Recognition for individual and/or collective talent
- Networking and support systems among minority teachers
- Formal induction and mentor program for new teachers
- Opportunities for advancement

Reed (1986), Garibaldi (1989), Rancifer (1991), Gordon (1993), and many other researchers agree that adjustments in salary must be made not only to attract but to retain teachers.

Glazer and Venezia (1988), Dilworth (1989), Garibaldi (1989), Greer and Husk (1989), and King (1993) believe that recognition of teachers should be an ongoing event. Daughtry (1989) and Jennings (1990) mention the importance of networking and support for minority teachers. Gayles (1989) says that teachers must have the opportunity to have input in decision making.



The factors mentioned by teachers that affected their desire to stay in Springfield were:

- The fact that they had been adequately trained
- The opportunities for professional development
- The opportunity to develop leadership skills
- The opportunity to have an impact on decision making
- The opportunity to make an impact on students
- The presence of adequate discipline in the schools
- The support and respect of colleagues and the Administration
- Small town familiarity/atmosphere
- Strong family ties to the area
- The challenge of making a difference in the community

The Central Office personnel who were interviewed indicated that the potential for advancement, personal development, sense of job security, employee support, and the attempts to provide increasingly competitive salaries are perhaps the strongest components of the strategies utilized for the retention of minority teachers in the Springfield Public School System.

Again, it is clear that some confusion exists between the teachers and the Central Office personnel. The teachers do not believe that opportunities for advancement exist. The Central Office personnel believe that job security is a factor in terms of retention, while the teachers do not feel that job security keeps them in Springfield.

According to Johnson (1986), it is imperative for teachers to be provided with professional development. Farrell (1990), Garibaldi (1991), and White (1991) feel that it is equally important to provide opportunities for advancement.

Adequate discipline was also felt to be important to not only the teachers in Springfield but also those mentioned in the Metropolitan Life Insurance Company (1989) study. One of the participants of King's (1993) study mentions that: "Minorities are choosing not to teach because of overcrowded classrooms, [and] fear of student violence" (p. 485). The literature is clear on these subjects that the school systems must take an active role in formulating recruitment activities.

In addition, both teachers and administrators realize that the increasingly growing Black population of this school system requires effective role models for the student population in general. The factors that seemed least appealing with regard to the school system included:

- Racism in general within the community
- Increasing crime rate
- Low monetary incentives to stay in the profession
- Lack of African American unity and leadership

Research Question 3: What Is the Effect of These Policies and Practices in Achieving Recruitment and Retention of Minorities in Springfield (Massachusetts)?

If the goal of the Springfield Public School System is to have its staff more closely mirror the demographics of its student population, it is evident by the data presented in Table 10 that more must be done to recruit and retain Black teachers.

The number of Black teachers in Springfield reached a high in 1991-1992 when there were 161 Black teachers, representing 8.4 percent of the professional staff. The following year, the percentage dropped due to new hires who were not Black; yet the number of Black teachers remained constant. In the 1993-1994 school year, the number of Black teachers decreased by five and the percentage dropped to an all-time low of 7.4 percent. In the present school year, 1994-1995, the numbers and the percentage rose slightly to 160, or 7.8 percent of the professional staff. The policies and practices of recruitment and retention do have some effect on the

Table 10

Black Teachers in the Springfield Public Schools  
(1990-1994)

Year	Number of Black Teachers	Percentage
1990-1991	148	8.1%
1991-1992	161	8.4%
1992-1993	161	8.1%
1993-1994	156	7.4%
1994-1995	160	7.8%

Note: From "Department of Research Report: Composition of Professional Staff as of October 1, 1994," by the Springfield Public Schools, Department of Research (Springfield, MA: Springfield Public Schools, Department of Research, 1994).



numbers of Black teachers in the Springfield Public School System.

In order to achieve higher levels of minority recruitment and retention, the Springfield Public School System must formulate and follow formal policies and procedures to ensure higher numbers.

Based on all of this data and analysis, the researcher has concluded that there is, in fact, no clear and comprehensive plan of recruitment and retention of Black teachers in the Springfield Public School System, although efforts are made by the System to employ minority candidates when they present themselves as candidates for teaching positions.

### Recommendations

#### Improving Recruitment and Retention of Black Teachers

The American schools have traditionally carried the blame for all of the ills of society. Although the schools alone cannot provide all that is needed to cure these ills, they must provide for diversity if they are to be successful. School systems can meet this challenge by hiring teachers who are capable of meeting the needs of all students.

The following recommendations are made based on the findings as derived from an examination of the

research questions as well as the resulting interviews:

1. Urban school systems should formulate a clear and comprehensive plan directed towards recruiting minority teachers from both within and outside the immediate community.

2. In order to achieve higher levels of minority recruitment, the urban school system(s) should pursue formal policies and procedures to ensure sufficient monetary benefits, housing incentives, job security, as well as aggressive recruitment from the Historically Black Colleges and Universities.

3. Recruitment should begin at an earlier age. The establishment of Future Teachers Clubs in the middle and high schools could help. In addition, it might also help counselors identify and aid students in the selection of courses so that they might be better prepared for college.

4. In order to make a specific urban school system more attractive as a prospect for potential minority recruits, the school system should emphasize its strengths and celebrate the existing minority population, the geographic location and significance of the area, and the small town familiarity/atmosphere. Furthermore, recruiters should pay close attention to qualified individuals who have strong family ties to the area and

who are committed to meeting the challenge of making a difference in the community.

5. If there are not formal existing retention strategies, the urban school system should investigate the reasons why some minority teachers may choose to leave the school system and its community.

6. In an attempt to improve the retention strategies of the urban school system with special reference to minority teachers, the school board should allocate financial incentives for longevity with the school system, recognize individual/collective talents and accomplishments, provide networking and other support systems for minority teachers, and allow minorities to have a higher level of involvement in the decision-making process.

7. A formal orientation program should be established for new teachers. It should include, but not be limited to, an orientation to the community as well as the school system and the school.

8. A mentor program for new teachers, utilizing present teachers, should be organized in each school with the opportunity for the two teachers to meet on a regular basis.

9. Formal relationships should be established with area colleges that have Education Departments. A more aggressive effort should be made to encourage these

undergraduate and graduate students to "student teach" in Springfield.

10. Minority teachers should explicitly express their concerns to the Personnel Office regarding competitive benefits and incentives, formal minority teacher development programs, as well as advancement opportunities in order to better fulfill their personal and professional development needs.

11. The Equal Opportunity Employment Office in an urban school system should provide minority teachers with a means of adequately expressing concerns with regard to any contact with racism and discrimination in the school environment and in general.

#### Future Research

As is the case with many other studies, this study has its own limitations regarding the sampling procedure, the data collection methods, and its scope. The following recommendations are, therefore, appropriate for future research:

1. This study was limited to a sample of African American teachers in an urban school system. A replication of this study is, therefore, recommended to include a representative sample of all minority teachers throughout any one system or the nation.



2. This study analyzed the perceptions of a sample of African American teachers regarding recruitment and retention policies and practices in an urban school system. A future study is recommended to compare the perceptions of African American teachers with the perceptions of other minority teachers regarding the same policies and practices.

3. The independent variables in this study included certain personal and professional factors related to the survey participants. Additional studies are recommended to determine whether other independent variables (such as school level, school environment, demographic stratification of the community population, sociopolitical climate, and comparative financial compensation between school systems) influence perceptions regarding recruitment and retention policies and practices in an urban school system.

4. The dependent variables in this study were limited to selected factors that may influence recruitment and retention policies and practices. Future studies are recommended to include other factors such as promotion and retirement policies, job performance recognition, and teacher responsibilities and teacher appraisal.

5. The scope of this study was limited to a sample of existing African American teachers. Further research

is recommended to include prospective teachers and their perceptions (such as the certification procedure for teaching, salary expectations, and their personal and professional needs) towards a career in teaching in an urban school system.

6. In addition to the perceptions of African American teachers towards recruitment and retention policies and practices in an urban school system, a comparative study should be conducted to determine the effectiveness of affirmative action policies adopted by urban school systems across the nation.

The requirements for entrance into the teaching profession have not always been as high as those for some other professions. It is also true that in the profession of teaching there are some members who have not lived up to desirable levels of conduct and service. Furthermore, many persons have used teaching as a stepping-stone to other professions. However, while there are major differences between teaching and other professions, these aspects of teaching and teachers do not deny to teaching its status as a profession. It is, therefore, important that the urban school students see their cultures represented as appropriate role models and to explore cultures other than their own.

The challenge of recruiting minority teachers can be perceived as a comprehensive effort to depict a more

appealing and satisfying profession for minorities entering the field of teaching. However, present recruitment standards and policies are considered to be adequate though not as actively or aggressively pursued as desirable.

There also appears to be a lack of a formal retention plan, largely due to a variety of personal and intangible reasons. Undoubtedly, minority teachers will respond to any urban school system where there is an attempt to combat racism, a display of minority unity and leadership, as well as demonstrated career advancement opportunities. Therefore, it is imperative that urban school systems take immediate steps to improve their efforts to earn the trust of minority teachers and the community and enhance the quality of education in our society.

## APPENDICES



APPENDIX A

REQUEST TO CONDUCT RESEARCH STUDY IN  
THE SPRINGFIELD PUBLIC SCHOOLS;  
PERMISSION FROM SPRINGFIELD SUPERINTENDENT OF SCHOOLS  
TO CONDUCT RESEARCH STUDY

August, 1994

Dr. Peter J. Negroni  
Superintendent of Schools  
Springfield Public Schools  
195 State Street  
Springfield, Massachusetts 01102

Dear Superintendent Negroni:

I am presently a doctoral student at the University of Massachusetts at Amherst conducting a dissertation research project. The title of my research study is "An Analysis of the Recruitment of Black Teachers in an Urban School System." The research conducted will address how the Springfield Public School System recruits and retains African American teachers. It is hoped that this study will broaden the information base as to why there is a shortage of African American teachers and possibly suggest changes in the way that Springfield recruits and retains teachers.

As part of my doctoral work, I request your permission to conduct a survey with teachers in the Springfield Public School System and interviews with selected Central Office administrators to determine how our school system recruits and retains African American teachers. All information gathered will be held in strict confidence. Responses will be analyzed and reported only in ways that protect anonymity. I would be happy to make information gathered from this study available to you.

Thank you for your consideration of this request.

Sincerely,

Celeste T. Budd-Jackson



*THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS*

Dr. Peter J. Negroni  
Superintendent

Central Office  
P.O. Box 1410  
195 State Street  
Springfield, MA  
01102-1410

Mrs. Celeste Budd-Jackson  
161 Talleyho Drive  
Springfield, MA 01118

August 3, 1994

Dear Mrs. Budd-Jackson:

I grant you permission to conduct a survey of teachers in the Springfield Public Schools and interviews with selected Central Office administrators to determine how the school recruits and retains African-American teachers. It is understood that all participants will be voluntary and that all information gathered will be held in strict confidence. As part of your dissertation, this project will be worthwhile and we look forward to receiving your analysis.

Sincerely yours,

Peter J. Negroni, Ed. D.  
Superintendent of Schools

APPENDIX B

INTRODUCTORY LETTER TO TEACHERS



September, 1994

Dear Colleague:

My name is Celeste Budd-Jackson, and I have been a member of the Springfield Public School System for the past twenty-two years. Presently, I am the Principal of Springfield Central High School and also a doctoral candidate at the University of Massachusetts at Amherst.

As part of my doctoral work, I am conducting a survey to determine how our school system recruits and retains African American teachers. It is hoped that this study will broaden the information base as to why there is a shortage of African American teachers and possibly suggest changes in the way that Springfield recruits and retains teachers.

The results of this survey will be held in strict confidence. Your responses will be analyzed and reported only in ways that protect your anonymity.

Your assistance in this project is greatly appreciated.

Sincerely,

Celeste T. Budd-Jackson

APPENDIX C

QUESTIONNAIRE FOR AFRICAN AMERICAN TEACHERS  
WHO HAVE REMAINED IN SPRINGFIELD

## TEACHER QUESTIONNAIRE

The instrument that follows is a teacher questionnaire. It has been designed following the principles of the Likert Rating Scale with the purpose of exploring how you feel about the way in which you were recruited and the reasons why you have remained in Springfield.

It would be appreciated if you would kindly take a few minutes from your busy schedule and answer the questionnaire following the written directions. Your answers will be kept confidential. You do not need to write your name.

Thank you for your assistance and cooperation.

\* \* \* \* \*

PART I: DEMOGRAPHIC DATA

1. Sex:            ☐ Male  
                  ☐ Female
2. Age:           ☐ 20-29  
                  ☐ 30-39  
                  ☐ 40-49  
                  ☐ 50-59  
                  ☐ 60-69  
                  ☐ Over 70
3. Marital Status:  
                  ☐ Single  
                  ☐ Married  
                  ☐ Separated  
                  ☐ Divorced
4. Number of Children:  
                  ☐ 1  
                  ☐ 2  
                  ☐ 3  
                  ☐ 4 or more

5. Academic Preparation:
- ☐ Associate's Degree
  - ☐ Bachelor's Degree
  - ☐ Master's Degree
  - ☐ Master's Degree + 30
  - ☐ Doctorate
6. Number of years employed in the Springfield Public School System:
- \_\_\_\_\_
7. Present grade level taught: \_\_\_\_\_
8. If middle or high school, what subject?
- \_\_\_\_\_
9. Are you still a member of the Springfield Public School System?
- ☐ Yes ☐ No
10. Are you planning to leave teaching within the next five years?
- ☐ Yes ☐ No



PART II: SURVEY QUESTIONS

Instructions: Please respond to each statement by indicating your opinion based on the scale below:

- (1) Strongly Agree
- (2) Agree
- (3) Undecided
- (4) Disagree
- (5) Strongly Disagree

Place a check mark (✓) in the space provided according to the number that best indicates your opinion of each statement.

While some statements may seem difficult, please respond to each one. There are no right or wrong answers.

Thank you very much for your help.

\* \* \* \* \*

- 1. I was not interested in teaching at an early age. . . . .
- 2. I became interested in becoming a teacher while in college. . . . .

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
3. I did not have another career before I became a teacher. . . . .					
4. I became a teacher because of the salary. . . . .					
5. I did not become a teacher because of job security. . . . .					
6. I became a teacher because of the summers off. . . . .					
7. I did not become a teacher because I enjoy working with young people. . . . .					
8. A significant Black population was one of the reasons why I came to Springfield. . . . .					
9. Personal contact by the recruiter was not influential in my decision to become a teacher in Springfield. . . . .					
10. As a teacher, I am respected and supported by the Springfield community. . . . .					
11. The geographical location was not a factor in my decision to become a teacher in Springfield. . . . .					

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
12. I feel that I had adequate training to be successful in my job. . . . .					
13. My accomplishments are not recognized by the Springfield School System. . . . .					
14. There was a formal program for beginning teachers in Springfield. . . . .					
15. A mentor was assigned to me when I first began teaching. . . . .					
16. Professional development is encouraged by the school system. . . . .					
17. I have not had ample opportunity to develop leadership skills. . . . .					
18. There is ample opportunity for advancement in the Springfield School System. . . . .					
19. I am not compensated adequately for my work. . . . .					
20. I feel that I am part of the decision-making process in my school. . . . .					

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
21. I feel that I do not have an impact on my students. . . . .					
22. There is adequate discipline in my school. . . . .					
23. Teachers are not supported by both the building and Central Office administration. . .					
24. I feel that I am respected and supported by my colleagues. . . . .					
25. My ideas are not respected by the administrators in my building and the Central Office. . . . .					
26. I wanted to come to Springfield because it was a community that supported diversity. . . . .					
27. The City of Springfield did not offer opportunities to other members of my family. . . . .					
28. When I came to Springfield, I was already familiar with someone in the school system and/or community. . . . .					



- 29. Churches were not a major factor in my decision to come to Springfield. . . . .
- 30. Special incentives existed in Springfield that made me want to come to this community. . . . .

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

PART III: OPEN-ENDED QUESTIONS

1. What strategies would you use to improve the recruitment of minority teachers in Springfield?

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2. What strategies would you use to keep minority teachers in the field of education in Springfield?

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3. What is most appealing about Springfield as a place for African Americans to work?

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4. What is least appealing about Springfield as a place for African Americans to work?

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APPENDIX D

QUESTIONNAIRE FOR AFRICAN AMERICAN TEACHERS  
WHO HAVE LEFT SPRINGFIELD

## TEACHER QUESTIONNAIRE

The instrument that follows is a teacher questionnaire. It has been designed following the principles of the Likert Rating Scale with the purpose of exploring how you feel about the way in which you were recruited and the reasons why you have left Springfield.

It would be appreciated if you would kindly take a few minutes from your busy schedule and answer this questionnaire following the written directions. Your answers will be kept confidential. You do not need to write your name.

Thank you for your assistance and cooperation.

\* \* \* \* \*

PART I: DEMOGRAPHIC DATA

1. Sex:            ☐ Male  
                 ☐ Female
2. Age:           ☐ 20-29  
                 ☐ 30-39  
                 ☐ 40-49  
                 ☐ 50-59  
                 ☐ 60-69  
                 ☐ Over 70
3. Marital Status:  
                 ☐ Single  
                 ☐ Married  
                 ☐ Separated  
                 ☐ Divorced
4. Number of Children:  
                 ☐ 1  
                 ☐ 2  
                 ☐ 3  
                 ☐ 4 or more



## 5. Academic Preparation:

- ☐ Associate's Degree  
☐ Bachelor's Degree  
☐ Master's Degree  
☐ Master's Degree + 30  
☐ Doctorate

## 6. Number of years employed in the Springfield Public School System:

\_\_\_\_\_

## 7. Present grade level taught: \_\_\_\_\_

## 8. If middle or high school, what subject?

\_\_\_\_\_

## 9. Are you still a member of the Springfield Public School System?

☐ Yes ☐ No

## 10. Are you planning to leave teaching within the next five years?

☐ Yes ☐ No

PART II: SURVEY QUESTIONS

Instructions: Please respond to each statement by indicating your opinion based on the scale below:

- (1) Strongly Agree
- (2) Agree
- (3) Undecided
- (4) Disagree
- (5) Strongly Disagree

Place a check mark (✓) in the space provided according to the number that best indicates your opinion of each statement.

While some statements may seem difficult, please respond to each one. There are no right or wrong answers.

Thank you very much for your help.

\* \* \* \* \*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	(1)	(2)	(3)	(4)	(5)
1. I was not interested in teaching at an early age. . . . .					
2. I became interested in becoming a teacher while in college. . . . .					

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
3. I did not have another career before I became a teacher. . . . .					
4. I became a teacher because of the salary. . . . .					
5. I did not become a teacher because of job security. . . . .					
6. I became a teacher because of the summers off. . . . .					
7. I did not become a teacher because I enjoy working with young people. . . . .					
8. A significant Black population was one of the reasons why I came to Springfield. . . . .					
9. Personal contact by the recruiter was not influential in my decision to become a teacher in Springfield. . . . .					
10. As a teacher, I am respected and supported by the Springfield community. . . . .					
11. The geographical location was not a factor in my decision to become a teacher in Springfield. . . . .					

		Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
12.	I feel that I had adequate training to be successful in my job. . . . .					
13.	My accomplishments are not recognized by the Springfield School System. . . . .					
14.	There was a formal program for beginning teachers in Springfield. . . . .					
15.	A mentor was assigned to me when I first began teaching. . . . .					
16.	Professional development is encouraged by the school system. . . . .					
17.	I have not had ample opportunity to develop leadership skills. . . . .					
18.	There is ample opportunity for advancement in the Springfield School System. . . . .					
19.	I am not compensated adequately for my work. . . . .					
20.	I feel that I am part of the decision-making process in my school. . . . .					



	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
21. I feel that I do not have an impact on my students. . . . .					
22. There is adequate discipline in my school. . . . .					
23. Teachers are not supported by both the building and Central Office administration. . .					
24. I feel that I am respected and supported by my colleagues. . . . .					
25. My ideas are not respected by the administrators in my building and the Central Office. . . . .					
26. I wanted to come to Springfield because it was a community that supported diversity. . . . .					
27. The City of Springfield did not offer opportunities to other members of my family. . . . .					
28. When I came to Springfield, I was already familiar with someone in the school system and/or community. . . . .					

- 29. Churches were not a major factor in my decision to come to Springfield. . . . .
- 30. Special incentives existed in Springfield that made me want to come to this community. . . . .

(1)	(2)	(3)	(4)	(5)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

PART III: OPEN-ENDED QUESTIONS

1. What strategies would you use to improve the recruitment of minority teachers in Springfield?

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2. What strategies would you use to keep minority teachers in the field of education in Springfield?

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3. What is most appealing about Springfield as a place for African Americans to work?

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4. What is least appealing about Springfield as a place for African Americans to work?

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APPENDIX E

INTRODUCTORY LETTER TO CENTRAL OFFICE PERSONNEL;  
CENTRAL OFFICE PERSONNEL DEMOGRAPHIC DATA FORM;  
CENTRAL OFFICE PERSONNEL INTERVIEW QUESTIONS



September, 1994

Dear Colleague:

My name is Celeste Budd-Jackson, and I have been a member of the Springfield Public School System for the past twenty-two years. Presently, I am the Principal of Springfield Central High School and also a doctoral candidate at the University of Massachusetts at Amherst.

As part of my doctoral work, I am conducting interviews with selected individuals to determine how our school system recruits and retains African American teachers. It is hoped that this study will broaden the information base and possibly suggest changes in the way that Springfield recruits and retains teachers.

With your permission only, interviews will be audio-taped for my use in recording/recalling information. Please be advised that all information gathered will be held in strict confidence. You may terminate the interview, if you so desire, at any time. Upon your request, I would be happy to make information gathered from the interview available to you.

Your assistance in this project is greatly appreciated.

Sincerely,

Celeste T. Budd-Jackson

CENTRAL OFFICE PERSONNEL  
DEMOGRAPHIC DATA

Name: \_\_\_\_\_

Present Position: \_\_\_\_\_

1. How long have you been involved in education in Springfield?
2. How long have you lived in Springfield?
3. How long have you been in your current position?
4. What other positions have you held in education?

CENTRAL OFFICE PERSONNEL  
INTERVIEW QUESTIONS

1. Is there a clear and comprehensive plan or policy for the recruitment and the retention of African American teachers in Springfield?
2. What office(s) is/are responsible for what part of the plan?
3. What aspects of the recruitment plan seem to be working well?
4. What aspects of the recruitment plan do not seem to be working well?
5. What attracts some African American teachers to the Springfield community?
6. What strategies would you use to improve the recruitment of African American teachers?
7. What aspects of the retention plan seem to be working well?
8. What aspects of the retention plan do not seem to be working well?
9. What strategies would you use to keep African Americans in the field of Education?
10. Why do you think that some African American teachers in Springfield leave teaching?

11. What is the ideal number of African American teachers you would like to see in Springfield in order to positively affect the educational process?



APPENDIX F

PARTICIPANT CONSENT FORM

September, 1994

Dear Participant in This Study:

My name is Celeste T. Budd-Jackson, a doctoral student at the University of Massachusetts at Amherst, conducting a dissertation research project. The title of my research study is "An Analysis of the Recruitment of Black Teachers in an Urban School System." The research conducted will address how the Springfield Public School System recruits and retains African American teachers. It is hoped that this study will broaden the information base as to why there is a shortage of African American teachers and possibly suggest changes in the way that Springfield recruits and retains teachers.

You have been selected to participate as an interviewee in this research project, along with other Central Office administrators. The interview will be audiotaped and later transcribed. Your name will not appear on any written materials or in any oral presentations in which I might use materials from your interview. Transcripts will be typed with initials for names, and in final form the interview materials will use pseudonyms.

As part of the dissertation, I may compose the materials from your interview as a "profile" in your own words. I may also wish to use some of the interview material for journal articles or presentations to interested groups, or for a possible book based on the literature.

You may at any time withdraw from the interview process. You may withdraw your consent to have specific excerpts used, if you notify me at the end of the interview.

In signing this form, you are also assuring me that you will make no financial claim to me or the University of Massachusetts at Amherst for the use of the material in your interview for this study.

Participant in This Study  
Page 2

Thank you very much for your cooperation and participation in this dissertation research project.

Sincerely,

Celeste T. Budd-Jackson

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I, \_\_\_\_\_, have read the above statement and agree to participate in this doctoral research study as an interviewee under the conditions stated above.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

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